



Bankside Primary School

SEN / INCLUSION POLICY

Rationale:

Bankside Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs have a common entitlement 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.

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

- girls and boys, men and women
- minority ethnic and faith groups, Gypsy Roma travelers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- 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 ill; 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 need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, 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 believe that many pupils, at some time in their school career, may experience

difficulties which affect their learning, and we recognise that these may be long or short term.

At Bankside Primary School 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.

Bankside Primary School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. Our SEN approach is to look at what additional provision we need to make for specific children.

The SENCO's is Simone Walton, who also takes the lead role in relation to inclusion, and as a member of SLT, will manage this strategically. Additional SENCo support is also provided by Amy Sharp an experienced teacher at Bankside with the additional role of Inclusion Support Lead.

Objectives

1. To ensure the SEN, and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity to eliminate prejudice and discrimination against children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through first quality teaching including differentiated planning/learning by class teachers, SENCO, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN
6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

The SENCO will meet with Heads of Year (HOYs) identifying children with SEN and review provision for children already on the SEN register.

- At the meeting Provision will be discussed linked to attainment, progress and their set outcomes. Next course of action for individual children will also be discussed.
- The SENCO will maintain a register of SEN children within each year group and the provision in place to support their needs- this will be updated after each assessment period. This will be given to the school office to update PLASC when necessary.
- Teacher will discuss provision termly with parents at parents meetings. Parents will be given copies of SEN passports. Where the child has more complex needs a review will take place with the family SENCO and outside agencies. This could be an EHC plan meeting, Early Help meeting or review meeting.
- Pupils with SEN will have an individual file in which all relevant paperwork is recorded. Information will be stored on CPOMS
- It is the responsibility of class teachers to maintain pupil passports and set outcomes. The SENCO will support them in doing so through SEN staff meetings, or individual meetings.
- SENCo reviews and updates the school universal offer in accordance with school changes.

Identification and Assessment Arrangements, Monitoring and Review Procedures

Bankside's data collection and analysis system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily or reaching appropriate attainment levels and who may have additional needs.

SEN pupil progress meetings are the formal identification and monitoring tools for children with SEN. However, it is the SENCO's role to ensure that informal discussion and observation with class teachers, parents and pupils supports the formal structure.

Pupils may be identified as SEN through:

- Analysis of attainment and progress identified in Year group data
- Observations made by teaching staff
- Standard assessment and screening tools
- Observations and monitoring of behaviour
- Discussion with parents

- Through discussion with outside agencies e.g. SALT, Child Development Clinic, Health visitors, Educational Psychologist etc
- Statutory Assessment
- An existing Statement or need on entry to school

The School's Arrangements for SEN and Inclusion In-Service Training

- The SENCO 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 Development Plan. In-Service training and individual professional development is arranged accordingly.
- In-house SEN and Inclusion training is provided through staff meetings by the SENCO.
- 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 for an individual pupil or whole class level.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCO as to the purpose of each visit.
- The LEA Special Needs Support Service visit when requested 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 autistic spectrum disorders, or severe emotional and behavioural difficulties.
- Teachers from the Sensory Impairment Teams support children in school both with and without Statements/EHC plans, who have vision or hearing impairment. The specialist teachers work directly with children where a need has been identified. Class teachers plan alongside these specialist teachers who also attend and contribute to review meetings.
- The SENCO liaises frequently with a number of other outside agencies, for example:
 - Social Care
 - School Nurse
 - Community Pediatrician
 - Speech Therapy
 - Physiotherapy

- Occupational Therapy
- Visual Impairment Team
- Deaf and Hearing Impaired Team

Parents/Carers are informed and included if any outside agency is involved.

Arrangements for partnership with parents/carers

- We recognise parents as their child's first teacher and believe they know their child best. We therefore work proactively to build positive relationships with both children and their families so that we can work together to best meet every child's needs.
- All staff will share information with parents about children's progress, attainment and well-being honestly and sensitively. This will take place at review meetings and parent's evenings. Also informally on a daily basis.
- Parents will be kept up to date with the provision made for their child and any interventions that are delivered in class will be shared.
- Parents are encouraged to share any concerns or questions and are warmly invited to meet with the SENCO by appointment or an informal chat.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and resources may be provided to use at home.

Links with other schools/Transfer arrangements

- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone or visit to further discuss the child's needs.
- For children transferring from Bankside School to a new school, visits may be made by staff with parents and appropriate information passed on.

Links with Health and Social Care, and other similar Organisations

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and support sought as appropriate.
- Social Care will be accessed through the Social Services Team desk or known key workers. Class teachers will alert the SENCO if there is a concern.

Access to the Environment

- Bankside Primary School is a new school building with disability access to the main entrance and the rear entrance to the car park.
The rear car park is level with a reduced curb for wheelchair access. Security points are at an appropriate level for all to gain entry.
The front entrance has a graduated slope or entry can be made near the Hall for those unable to walk far.
- There is a lift to ensure to ensure access to both floors of the school
- PEEPS are in place for fire evacuation for those requiring assistance
- Toilet facilities for people with a disability are available on both floors. A care suite is situated in the foyer near the Office.
- We have made sure that there are no unusual obstructions for visually impaired pupils and they are familiar with the site through their mobility training.
- Parking areas for people with a disability are available in the School car park which is at the rear of the building and at the front of the building near the Hall.
- Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

Arrangements for providing access to learning and the curriculum

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programs of study are 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 will be differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Our teaching and learning policy is in place to ensure all children are assessed and work is planned accordingly.
- Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate so learning can be accessed. Alternative methods of responding or recording may also be planned for where this is appropriate.

- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as Braille reading books, access to a Braille machine, a radio aid, where this is appropriate.
- The school will ensure that extra curricular activities are barrier free and do not exclude any pupils.

Access to Information

- All children requiring information in formats other than print will have this provided (e.g. we have a child who uses Braille).
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access using extra adult support.
- We provide alternatives to paper and pencil recording where appropriate e.g. Photograph of practical work in progress, or provide access through peer/extra adult scribing.

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 Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

- The curriculum will include issues of disability, difference and valuing diversity. Advice will be sought from outside agencies e.g. The Visually Impaired Team to develop appropriate resources/materials within school.
- Adults with a disability will be invited to work with the children, as we believe it is important to have role models.
- In our new school library resources will be chosen to include books that reflect the range of special educational needs issues. Priority will be given to the ordering of books with positive images and a positive portrayal of disabled people as the books become available.
- To make learning more visible for children with additional needs a profile type record of work is to be introduced for those children with a Key worker

Terminology, imagery and disability equality

- We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to a special educational need or disability. Children attend BLC to discuss these issues and to consider our Golden Rules. Behaviour data sheets are completed.
- We will also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- We will make time within the school day to raise issues of language and other disability equality issues. E.g. Circle time

Listening to disabled pupils and those identified with additional needs

- Bankside encourages the inclusion of all children in the School Council and to use their voice at class Council Meetings.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening. If they choose not to attend their views are sorted and fed back at the meeting.

Working with disabled parents/carers

- Bankside recognises that there may be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in places that are accessible.
- When a child starts our school access provision will be arranged for parents/carers if needed.

Disability equality and trips or out of school activities

- Bankside tries to make all trips inclusive by planning in advance and using accessible places. Children with additional needs will be actively encouraged to attend After School Clubs and trips, with every effort made to ensure they are actively included.

Evaluating the success of the Schools SEN and Inclusion Policy

- As part of the whole school data collection and analysis procedures we will track and analyse progress and attainment made by our SEN children
- We will use this analysis to help us plan our provision map. At the same time, we will set new targets for the year ahead, aiming for:
 - A reduction in the percentage of children with very low attainment,
 - An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2,

- A reduction in behaviour incidents and exclusions.
- Progress will be reported annually to Governors after the last data collection period in the Summer Term.
- We will also analyse data on behaviour, consider major behaviour incidents and exclusions held on our data behaviour base.
 - The Head/SENCo will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
 - SEN and Inclusion is an agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which will then be discussed as necessary.
 - The SENCO will meet with the SEN Governor to discuss Inclusion and current SEN concerns. The SEN Governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.
 - Individual provision for children with additional needs will be reviewed and discussed and shared with parents at Parent Evening, review meetings and Annual review meetings.
 - Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Dealing with complaints

- Whilst this is a very rare occurrence if a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation immediately. If they are still unhappy with the situation the SENCo/ Headteacher would refer them to Leeds SEND Information Advice Support Service to seek advice and support.

Policy reviewed by Simone Walton 16.10.2018

Policy due to be reviewed again:

Policy ratified by Governors on: