



Hillstone Primary School **Inclusion Policy and SEN School Information Report**

This policy complied with the guidance given in:

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability act 2001) May 2015
OFSTED SEN Review 2010 "A Statement is not enough"
Equality Act 2010
Education Bill 2011
Children and Families act 2014

Inclusion Statement

- We endeavor to achieve maximum inclusion for all children (including learners who are vulnerable of underachievement) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by poor early experience of learning – and special educational needs
- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help those pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower attainment (though not necessarily to underachievement). It is our responsibility to ensure that pupils with special educational needs have maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved SEN budget.

Aims and objectives of this policy

The aims of our SEN and Inclusion Policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all

- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully monitor progress for all learners in order to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Staged approach to the identification of special educational need

Well differentiated, quality first teaching, including where appropriate, the use of interventions.

- All learners will have access to quality first teaching.
- Initial concerns will be tackled through a plan do and review approach linked to a target sheet at either Vulnerable Pupil or SEN Concern stage of our staged approach.
- All 'out of the classroom' interventions will have clear entry and exit criteria through the use of an SEN Tracker sheet
- All vulnerable learners will be included on a detailed visual provision map which outlines all additional intervention for each class. Interventions will be monitored through the use of an SEN Intervention Tracking Sheet. Provision will be monitored each half term alongside whole school data and this will enable the school to:
 - Plan strategically to meet pupils identified needs and track their provision.
 - Audit how well provision matches need
 - Identify gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Inform parents, LEA, external agencies and OFSTED about resource deployment
 - Focus attention on whole school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation

Identification and Assessment

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles. Foundation Stage Profile scores and other whole school pupil progress data.
- Classroom based assessment and monitoring arrangements – cycle of planning, action and review.
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with other schools where necessary
- Information from previous schools
- Information from other services
- Maintaining a visual provision map for each class which clearly identifies pupils receiving additional support
- Undertaking where necessary, a more in depth assessment.

Progress over time will be noted using our whole school assessment tracking system, English and maths continuums personalised to match the Hillstone curriculum and the ongoing cycle of plan, do and review linked to our staged approach.

Additional SEN support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum on offer for all pupils in the school i.e they have a special educational need as defined by the SEN code of Practice 2015
- Under-achieving pupils and EAL pupils who do not have SEN will not be placed on the list of pupils being offered additional SEN support.
- Interventions will be tracked using whole school data and class provision maps which outline all additional intervention across the school. Interventions will be monitored through the use of an SEN Intervention Tracking Sheet and exit point data will be collated half termly by the SENCO in order to secure progress and inform future planning.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan alongside additional top up funding to meet need.

Educational Health and Care Plans

- Pupils with an Education Health and Care Plan will have an annual review of their plan.
- Hillstone Primary School will comply with all local arrangements and procedures when applying for high needs funding and/or an Education Health and Care Plan. We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN support using our devolved SEN budget.

Individual Education Plans

Our approach to Individual Education Plans, which we recognise are no longer prescribed in the SEN Code of Practice 2014 is as follows:

- Our staged approach to the identification of SEN is organised as follows: Vulnerable Pupil, SEN Concern, Learning Plan – Stage 1, Learning Plan – Stage 2.
- Children identified at Vulnerable Pupil and SEN Concern will have a target sheet, written by the class teacher and reviewed each term. This will detail the barrier to learning, provision given to meet a specific SEN need along with the target. Targets will be specific and measurable. They will be written and recorded by class teachers. The SENCO will monitor targets and provision each half term. Targets will be reviewed by the class teacher each term and shared with parents during Parents' Evening.
- Targets will state what the pupil is going to learn and what they will be able to do at the end of the given period.
- Children identified at Learning Plan – Stage 1 and Learning Plan – Stage 2 will have a Learning Plan which will incorporate:
 - Discussion between teacher and SENCO
 - Parents/carers and pupil voice
 - Discussion with other professionals where appropriate
 - Use of the continuums for English and maths which will be updated for each child prior to their review to measure small step progress, showing next step targets.
- Individual Learning Plans will be reviewed at least termly by class teachers in consultation with the SENCO and parents will be invited to attend.

Inclusion of pupils who are looked after in local authority care

We recognise that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and placement moves.
- There is a statutory requirement for all schools to have a Designated Teacher (DT) for looked after children. At Hillstone Primary School this role is carried out by Mrs Chudleigh.

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well –developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may not perform at a high level across all areas of learning.

Teachers must have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

A common activity that allows the children to respond at their own level

An enrichment activity that broadens a child's learning in a particular skill or knowledge area

An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an additional language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place.

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English, this may be provided within the classroom or through tailored support via the SEN Team.

The following provision can be expected:

- Initial assessment of language skills in order to determine the level of expressive and receptive language development.
- Any intervention delivered will be tracked through the use of the SEN Intervention Tracking sheet with outcomes being monitored on a half termly basis by the SENCO. Data will be shared with SMT to inform strategic planning.

The name and contact details of the SEN co-ordinator

Mrs V Chudleigh v.chudleigh@hillstone.org.uk

Management of Inclusion within Hillstone Primary School

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this SEN & Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of the Inclusion Policy. The Designated Teacher for Looked After Children (Mrs. V.Chudleigh) has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Head Teacher

The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn

The Head Teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)

The Head Teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- analysis of the progress of SEN children.
- Maintenance of Provision Maps for each class.
- analysis of small step progress for high needs pupils using continuums.
- pupil progress meetings with individual teachers
- regular meetings with the SENCO
- discussions with pupils and parents
- analysis of SEN Tracking Sheets linked to interventions on a half termly basis

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of SEN pupil progress
- identifying a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of high needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of annual review for all pupils with a Statement of Special Educational Need.
- complying with requests for an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request high needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for all SEN pupils at the end of each academic year and for those moving between schools.
- evaluating regularly the impact and effectiveness of all additional interventions for all pupils including those with SEN
- meet **at least** termly with each teacher to review and revise learning objectives for all high needs pupils in their class. (High needs – those pupils placed at Learning Plan stage 1 and 2 having intervention or support from the devolved SEN budget)

- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners,

Class teacher

The class teacher will liaise with the SENCO as follows:

- which pupils in the class are vulnerable learners
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional to address a special educational need (this would include pupils with EHC Plans)
- to secure good provision and good outcomes for all groups of vulnerable learners
- to provide differentiated teaching and learning opportunities, including liaison with the EAL Co-ordinator to ensure differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum on offer. (SEN Code of Practice 2014)
- ensuring effective deployment of resources – including teaching assistant support to maximise the progress of SEN pupils and those who are underachieving.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator is a qualified teacher working at our school. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment unless they have previously been appointed as a SENCO.

- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all learners in order to maximise their achievement as part of an annual schedule of continuous professional development, delivered through staff meetings, phase meetings, team teaching and/or coaching.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market based on analysis of pupil progress, needs of SEN pupils and key actions identified within the School Improvement Plan. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficiency of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality

assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

The role played by the parents of pupils with special educational needs (and other learning needs).

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of Birmingham's Local Offer and the role of SENDIASS.
- providing all information in an accessible way

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum **so that they know what their targets are and why they have them,**
- self-review their progress and set new targets

Effective Transition

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of an Education Health and Care Plan.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and personalised booklets, where appropriate. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be

arranged as appropriate.

Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the head teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general complaints procedure (see separate Complaints Policy)

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

Links with other services:

Sensory Support Service

Telephone: 0121 303 1793

Pupil and School Support Service

Telephone: 0121 303 1792

Behaviour Support Service, referred to as City of Birmingham School (COBS)

Telephone: 0121 303 0272

The Communication and Autism Team

Telephone: 0121 303 1792

The Educational Psychology Service

Telephone: 0121 303 1793

West Midlands Speech and Language Therapy Service

Telephone: 0121 647 3566

SENDIASS – Parent Support Service provided by Birmingham LEA

Telephone: 0121 303 5004

SENAR – Special Educational Needs Assessment and Review Service

Telephone: 0121 303 1888

Information on Birmingham's Local Offer can be found at:

www.localofferbirmingham.co.uk

This policy was written by Vikki Chudleigh in consultation with Hillstone Primary School staff and governors. It will be reviewed annually and was last reviewed in July 2020.