



ELTHAM
CHURCH OF ENGLAND
PRIMARY SCHOOL
SINCE 1814

Special Educational Needs and Inclusion Policy

Prepared by: Miss Ella Gardiner
Reviewed: May 2021
Next review: Sept 2022



SEND and Inclusion Policy

Eltham C of E Primary School fully upholds the values and principles of the Code of Practice for pupils with SEND (January 2015). As a church school, with strong Christian beliefs, we aim to develop in every child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential in relation to God and society. We are committed to meeting the educational needs of all our pupils as well as ensuring the best possible progress; we do this by taking account of the children's varied life experiences and needs. We offer a broad, balanced and creative curriculum and have high expectations for all children. The achievements, attitudes and wellbeing of all our children matter. This policy helps to ensure that Eltham C of E School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and objectives

Eltham C of E School strives to provide an inclusive education for all pupils. We actively seek to remove barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We make this a reality through the attention we pay to the needs of individuals and groups of children within our school:

- Children with special educational needs
- Children with disabilities
- Girls and boys
- Minority groups
- Looked after Children (LaC)
- Children who need support to learn English as an additional language
- More able children
- Children with behavioural needs

Children with a disability or Special Educational Need

Definition of Special Educational Needs, '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 - Special educational needs and disability code of practice: 0 to 25 years (January 2015). A child's special educational needs may arise at any time in their school career and may exist for a short time or extend throughout their career.'

Identification of Special Needs and Disabilities

Eltham C of E School recognises the significance of early identification of pupils with Special Educational Needs and disability and work closely with other professionals already involved with pupils. The SENCO, class teachers and support staff are all involved in identifying pupils.

If a child is identified as possibly requiring additional provision, the class teacher should meet with parents or carers at the earliest opportunity to discuss this. In conjunction with parents or carers, the class teacher will complete a 'Concern Form' relating to the appropriate area of need which they should pass on to the Inclusion Team. The child will then receive targeted classroom based support with advice from the Inclusion Team. If classroom based support and targeted intervention does not have a sufficient impact on a child's progress, they may be identified as requiring additional provision (SEN Support), parents or carers will be invited in for further discussion with the Class Teacher or SENCO. Once a child has been referred for further support to an outside agency or received a diagnosis, parents will be informed that their child is on the SEN Register under 'SEN Support.'

Children with special educational needs may be identified through one or more of the following ways:

- Information passed on from a nursery/early years provision
- Outcomes from teacher assessment on entry to Foundation Stage 1 or 2
- Ongoing observation and assessment including 'Pupil Progress Meetings' as well as assessment against criteria of a given intervention
- On-going informal monitoring of a child's behaviour patterns by staff
- Parental concern
- Information passed on from previous schools
- External agencies

Once a child has been identified as having special educational needs the following occurs:

- In compliance with the new SEND Code of Practice and reforms, there is a graduated approach in place for all pupils deemed to require special educational provision to be made for them at Eltham C of E Primary School. Pupils identified as needing additional provision will be placed on the SEN Register under one single SEN category.
- The SENCO or Inclusion Leader will share with the child's class teacher and, if they have an EHCP (Education Health Care Plan), support staff who work with the child, any targets or recommendations provided by outside agencies e.g. ASD outreach, Occupational Therapy etc. and will work with the class team to support the child to work towards these targets.
- Some pupils on the SEN register may require intervention above that which is provided by 'quality first teaching.' This is called Wave 2 or Wave 3 intervention and this will take place in a small group or 1:1. The Inclusion Team and/or class teachers and in some cases outside agencies will be involved in setting targets for these sessions through year group 'provision maps'-documents which set out the targets which children in intervention groups are working on in each year group.
- Children who have an EHCP or whom the school feels in the future may require an EHCP, will have an 'Individual Education Plan' (IEP) created which consists of 'SMART' targets to support the child to make progress in line with their specific needs. These are children who have significant additional needs and require consistent 1:1 or small group adult support to access the majority of learning and to make progress. EHCPs are gained from the local authority through a legal process.
- IEPs will be reviewed and shared with parents and the child with changes made as necessary on a termly basis.
- If it is felt appropriate, class teachers (in conjunction with the Inclusion Team) will create a 'Pen Portrait' also known as a 'pupil passport'. Pen Portraits are a one page document which outlines the child's strengths and challenges as well as strategies adults can use to support the child's learning and well-being. These are then used for transition between year groups.
- Children with an EHCP will have an annual review meeting in which all involved parties including parents, the class teacher, SENCO and representatives from external agencies will attend in order to review their personalised targets and set new targets to promote progress going forward.
- For other children on the SEND register, parent meetings are arranged as and when they are required in addition to the usual parents' evenings.

After a review meeting a child may:

- No longer require specialist provision and be removed from having an IEP or Pen Portrait. A child may be removed from the register or remain on a watch list.
- Continue on the SEND register with personalised tools to assist as stated above.
- When a child has not been able to make progress over a significant period of time despite additional support provided by the school, external agencies (with the consent of parents) will be invited to offer advice and support. New IEP targets may be drawn up as a result of the advice received from such parties. If a child then makes continuous progress and meets their targets, support and monitoring from outside agencies may no longer be necessary.
- Be put forward for an Education, Health and Care Plan- when a child has demonstrated significant cause for concern and continues to make limited progress, even with additional support from the school e.g. wave 2 and 3 intervention as well as outside agencies, the school will make a request to the LA for a Statutory Assessment for an Educational, Health and Care Plan.
- Documentation will be passed from class teacher to class teacher as the child progresses through the school, and in the case of Year 6, to their secondary schools.

Key Roles and Responsibilities:**SENCO with the Assistant Head with responsibility for inclusion**

- Work closely with fellow teachers and be available to offer advice and assistance.
- Gather and review the updated IEPs termly.
- Monitor Pen Portraits annually.
- Support the writing of IEPs and Pen Portraits with class teachers when required.
- Be responsible for co-ordinating provision for pupils with SEND including the implementation and overseeing of intervention groups and the purchase of resources to support children to make progress in line with their specific needs.
- Help to keep staff informed of information and any new educational developments, research or resources relevant to

children with SEND by attending and reporting back on appropriate courses.

- Arrange for class teachers and support staff to attend courses appropriate to the needs of children in their class or intervention group.
- Liaise with external agencies and parents of children with SEND.
- Liaise with governors, in particular the governor designated to have special consideration of SEND.

Class Teachers

- Carefully monitor the progress of each child in their class through formative and summative assessment.
- Discuss any concerns with parents and the Inclusion Team at the earliest possible opportunity.
- Plan carefully to deliver inclusive quality first teaching.
- Participate proactively in the graduated (assess, plan, do, review) approach, including reviewing and setting termly IEP targets and meeting with parents or carers to discuss progress.
- Create Pen Portraits to provide background information about children and support transition.
- Use resources and follow advice as instructed by external agencies.
- Work collaboratively with LSAs and TAs to inform them of pupil's needs, sharing recommendations from outside agencies, IEP targets and supporting progress.

TAs and LSAs

- Be aware of the IEP and other targets (if applicable) of the pupil/s they support.
- Use resources and follow advice and/or programmes as instructed by external agencies.
- Provide a balance between intervention and encouragement of pupil independence.
- Make use of open questioning and encourage pupils to talk about their knowledge and understanding.
- Know what the objectives for the lesson are and the teachers expected learning outcomes for pupils with SEN.
- Discuss jointly pupil progress and achievements.

The Governing Body

Governors should, in co-operation with the head teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. The governor for SEND should meet regularly with the SENCO to receive regular updates on progress in SEN/Inclusion.

Head Teacher and Deputy Head Teacher

The Head Teacher and Deputy Head Teacher have responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. They will keep the governing body fully informed and also work closely with the school's SENCO and Assistant Head with responsibility for inclusion.

Parents

Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEND Code of Practice. Parents will be involved right from the initial stages. Parents will be given the opportunity to express their views, be active in decision making and participate in their child's education, at IEP and annual review meetings, parent evenings and transition meetings. Pupils will also be given the opportunity to express their views and comment on their success.

Dyslexia Friendly School

At Eltham Church of England School we are fully committed to ensuring that we give the best possible opportunities to all of our children. In July 2016 we gained **Dyslexia Friendly School** status. A dyslexia friendly school is a school that is able to identify and respond quickly and effectively to the challenges that a dyslexic learner may encounter and ensure their needs are met. We recognise dyslexia as a specific learning difference and ensure that our environment and classroom practice meets the needs of dyslexic learners. We are committed to ensure that if children do not learn the way we teach, we will teach the way they learn, actively developing our experiences and the body of research available.

Children with English as an additional language

- Some pupils already have good language and literacy skills in two or more languages.
- Some pupils are beginner EAL learners and may have never learnt to read or write in any language.
- Some pupils have missed some or all of their education and have not fully developed the language and literacy skills needed for primary school.
- Some pupils have SEN with language or literacy needs.

All these diverse groups benefit from teaching that develops their language and literacy so they become fluent in the academic language of the primary curriculum which is the key to academic success. All teachers need to consider the language demands as well as the content of the curriculum and plan how they can support pupils to develop oracy and literacy across the curriculum.

In writing schemes of work and medium term plans, teachers should consider the following questions:

What opportunities are there to explore ideas orally and collaboratively?

How can teachers (or support staff or other children) model the key subject language needed?

What specialist vocabulary do pupils need in order to understand new concepts and how can this be presented to them in an accessible way?

What types of written tasks do pupils need to carry out and how can these be framed to support pupils at different levels?

The role of class teachers is to:

- Develop consistent approaches to teaching and learning in literacy and to build increased awareness of the existing language knowledge and understanding that pupils bring to lessons
- Use speaking and listening strategies to develop subject learning
- Plan for teaching and learning of subject-specific vocabulary
- Develop active reading strategies to increase pupils' ability to read for a purpose and engage with a variety of texts.
- Model writing for key text types within their subject.

Teaching strategies to support EAL beginners:

- Provide a classroom rich in oral experiences
- Enable pupils to draw on their existing knowledge of other language/s
- Encourage and use bilingual support from other students and staff
- Use translated materials and bilingual dictionaries
- Allow students time to practice new language
- Use visual support of all kinds (diagrams, substitution tables, maps, charts, pictures)
- Develop card sorting, sequencing and matching activities

Looked after Children (LaC)

Children in public care will have targets set within a personal education plan (PEP) twice a year. The targets will be set by the school, the carer and social services. We aim to send a representative to all LaC reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body.

Challenging children of higher ability

Children identified as more able are provided for through a differentiated curriculum and small group sessions with class teachers or support staff which aim to challenge and extend targeted children. We strive to provide opportunities for advancement of more able pupils through extracurricular activities such as spelling bees and maths tournaments involving other local schools. Children identified as more able in PE are provided with opportunities to take part in various sporting tournaments against schools in the Greenwich borough or Kent County. Children have many opportunities to showcase their creative talents through the Creative Curriculum; children identified as having particular artistic ability are nominated by their class teacher to compete in the annual Art Award.

Complaints

It is policy at Eltham Church of England Primary School to involve parents at every stage and to provide ample opportunities for discussion. We put a high value on parental contributions and recognise them as important partners in their child's education. Should there ever be an occasion where parents or carers are dissatisfied with the SEN provision being made for their child they are encouraged to discuss these concerns initially with the class teacher. If the concerns are not resolved within a reasonable timeframe then an appointment should be made with a member of the Inclusion Team via the school office. In the unlikely event that a problem remains, the concern should then be dealt with by the Head Teacher. Our full complaints procedure can be found on the school website.