

Wallace Fields Infant School and Nursery



Inclusion Policy

Wallace Fields Infant School & Nursery is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

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Document History

Date	Version	Amended By	Comment (e.g. reason for version change)
Summer 2014	1	Katie Muir	Katie amended SEN policy to make it as 'Inclusion' to cover all inclusion groups. Amended to be in line with the code of practice 2014 in preparation for Sept 2014.
September 2015	2	Katie Muir	Reviewed and uploaded to the website September 2015
Summer 2016	3	Katie Muir	New front cover sheet added and reviewed. Amendments made to wording (Changed IEP to Arrangement Plan)
September 2016	4	Katie Muir	Annual policy review. Following staff meeting with teachers.
September 2016	5	Nicky Mann	Proof read policy
September 2017	6	Katie Muir	Annual Policy Review
July 2018	7	Kirstie Smith	Updated policy with new SENCO details
March 2019	8	Katie Muir	Updates policy with SENCO details and new SEND governor
September 2019	9	Niki Proctor	Annual Policy Review / Amendments made to wording on page 14 (Changed IEP to Arrangement Plan) / SENDCo contact details changed
September 2020	10	Kirstie Smith	No substantial change. Updated SENDCo contact details and updated terminology for assistant teachers.

POLICY FOR INCLUSION

Wallace Fields Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

“We are committed to providing equality of opportunity which all children need and are entitled to in order to gain access to the curriculum.”

THE SCHOOL’S VISION STATEMENT

‘High Achievement and Success with a Smile’

AIMS

Our aims at Wallace Fields Infant School & Nursery are:-

- Provide a fun, happy, caring and stimulating learning environment in which children and staff feel valued, safe and secure
- Ensure motivation, confidence and enthusiasm for life-long learning, through celebrating achievements and differences
- Develop an understanding and appreciation of the world in which we live and to take an active part in caring for our environment
- Inspire confidence and independence by nurturing a passion and love for learning
- Value the partnership between governors, parents and staff to provide the best possible education for all
- Promote sensitivity towards others
- Understand, respect and value the ever changing world in which we live
- Try our very best in all that we do and to achieve very high standards in teaching and learning across the school
- Use technology in a thoughtful and respectful way to enhance learning

In the context of Special Educational Needs and Inclusion, our aims are:-

- To ensure that all children’s learning needs are identified
- To monitor regularly the interventions for effectiveness
- To ensure that children can be enabled to work independently
- To ensure that all staff are equipped to meet the needs of all the children
- To involve parents/carers and the children in all aspects of identification and intervention
- To ensure quality first teaching is the first step to supporting SEND and all groups of children.

This Policy details how this school will do its best to ensure that the necessary provision is made for any child with SEND and other areas of need

SEND

Definition of Special Educational Needs

The Code of Practice 2014 defines SEND as:

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

Children are not regarded as having a learning difficulty solely because their home language is not English. (EAL – English as an Additional Language). Advice and guidance is available for parents and school staff from the EAL Learning Support Team, a service provided by the Local Authority.

Definition of Disability

The Code of Practice 2014 defines disability as:

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. ‘Long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

As part of our statutory duty under the Code of Practice guidance 2014 the school must have regard to

- The views, wishes and feelings of the child or young person, and the child’s parents
- The importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

The above are designed to support:

- The participation of children, their parents and young people in decision- making

- The early identification of children and young people’s needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND a focus on **inclusive** practice and removing barriers to learning
- Successful preparation for adulthood, including independent living and employment

Identification of SEND

Throughout the Early Years Foundation Stage and Key Stage 1 the children are assessed against nationally set criteria each half term to check their progress across all areas of Learning/subjects. It is through this process that children who are not making expected progress are highlighted. Observations and assessments tools will also be used to identify any barrier to learning. Teachers and Assistant Teachers play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. These need to be communicated to the Head Teacher, Deputy Head Teacher or Special Educational Needs Co-Ordinator (SENDCo). The support from outside agencies may also be sought in supporting the Identification of a Special Educational Need.

Reference also to be made to the Assessment Policy.

Graduated approach

A graduated approach is adopted which recognises that there is a continuum of action and response to need. This involves Assess, Plan, Do and Review (APDR). Increasing specialist expertise is brought to bear on the difficulties a child is experiencing and is known as joint planning. This helps to guide the choice of interventions to support a child once their educational need has been identified in more specific terms.

APDR works as follows:

Assessment

Assessment is a core process throughout the school. It is a check that each child is making progress against the national expectations set for each year group from Nursery through to Year 2. We also take into account the wide range of abilities, aptitudes and interests of the children.

Assessment includes working closely with the Inclusion Manager, class teacher, parents and the individual to identify the need. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child’s progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENDCo should contact them, with the parents’ agreement.

If a child is not making the expected progress, then we determine the reasons why. He/she may have a learning difficulty which is causing a barrier to progress. Some children find it harder to learn than the majority of their peers.

Plan

Where it has been identified SEND provision should be made. The SENDCo and class teacher work closely together in consultation with the parents to plan outcomes and provision matched to the need of the child.

Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by class teachers or teaching assistants with relevant skills and knowledge. Any related staff development needs will be identified and addressed by the Inclusion Manager.

Do

The interventions planned for each child will usually be carried out by the Assistant Teacher and closely monitored by the class teacher, who has overall responsibility for the child alongside the Inclusion Manager.

Teaching assistants record their progress and write down next steps for the intervention which class teachers can use to plan for future lessons and interventions. Teachers plan interventions which are matched to the child’s individual targets and are consistently monitored.

Review

The effectiveness of the support and its impact on the child's progress will be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENDCo working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents will have clear information about the impact of the support provided and be involved in planning next steps.

The graduated approach is led and co-ordinated by the SENDCo. Provisions are reviewed against expected outcomes on provision maps which are reviewed each term and adapted to suit the needs of the child.

Special Educational Provision

Wave 1 intervention

High quality inclusive first teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Where this is not sufficient to meet the needs of the child other Wave 2 and Wave 3 interventions will be put in place.

Wave 2 intervention

Wave 2 intervention is designed for children for whom a well-structured short-term programme, possibly delivered by an assistant teacher working alongside a teacher, is all that is needed to enable them to make accelerated progress.

Wave 3 intervention

Intervention for children for whom Quality First teaching and Wave 2 catch-up programmes are not enough, may require a more intensive programme, involving more individual support or specialist expertise.

Where it is working effectively, the waves model will have a funnelling effect, reducing through Quality First teaching the numbers requiring Wave 2 intervention, and through Wave 2 the numbers who need more intensive and individual help. This means that schools will be able to target their resources more effectively, at fewer children.

Education Health Care Plans

Where progress fails to meet expected outcomes an Educational Health Care Plan (EHCP) plan can be applied for. Information, observations and assessments will be gathered by the school, health care and social care professionals which will be sent to the local authority.

A local authority must conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with an EHC plan.

EHC plans help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

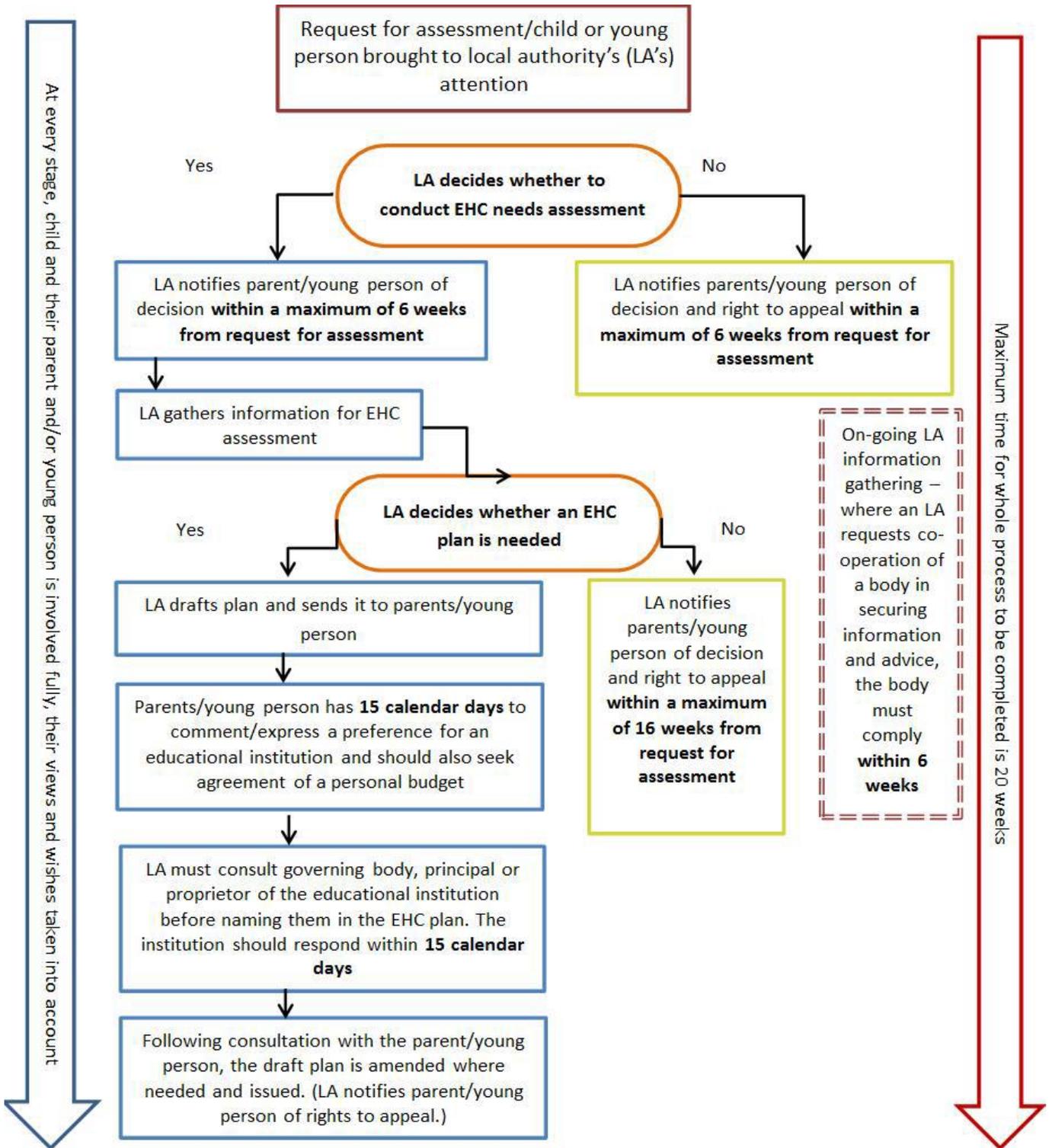
Record keeping

A register of names for all children who have Special Educational Needs is kept by the SENDCo in the form of a whole school and class provision map. This is reviewed each half term or where matters arise.

Children are no longer recorded as school action or action plus. If a child is identified as having SEND they will be recorded on the Provision maps as SEND support (SS) and which waves of intervention required will be

highlighted.

Statutory timescales for Applying for and Education Health Care Plan



SEND Arrangement Plans

This pro-forma outlines specific targets for a child to work towards. These are the small steps to help achieve more long term outcomes.

The targets are SMART, i.e. Specific, Measurable, Achievable, Relevant, Time Related.

The person providing the additional input and the frequency of the intervention is also indicated.

SEND Arrangement Plans are evaluated on a termly basis by the class teacher. The evaluation of the plan is discussed with the parents/carers and future actions decided upon. All of this is recorded on the plan. Children should be involved in writing the plan and their goals and aspirations detailed as part of their one page profile.

Once an Arrangement Plan has been written copies are handed to and shared with

- The parents/carers
- The SENDCo.
- Assistant Teachers working with the child
- Class teacher
- Child

Request for EHCP

This process is set in motion when a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place.

This request is made to the Local Authority (LA).

The LA will need to have:-

- Information about the child's progress over time
- Documentation in relation to the special educational need
- Details of action taken by the school to meet the child's special educational needs
- Particulars of any special resources or arrangement put in place

This information includes, where relevant:-

- SEND Arrangement plans
- Records of regular reviews and their outcomes
- Health reports, including medical history where relevant
- National assessment levels and reports or records of progress compiled by the teachers
- Educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- Reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought.

Parents may also make a Request for Statutory Assessment.

The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Case Officer who in turn sends it for review to SENDAP – Special Educational Needs Advisory Panel. If the request is successful then further evidence is gathered from all of the agencies who have involvement with the

child and the process moves to the next stage outlined below.

Assessment for an Education Health Care Plan

Assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies to determine whether an Educational Health Care Plan is necessary. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision beyond the resources normally available to a mainstream school, the LA will consider the case for an Education Health Care Plan.

If it is decided that the degree of the child's need and the level of provision necessary to meet this need is best achieved through specialist educational provision then an Education Health Care plan will be written.

The Statement of Special Education Needs will:-

- Name the child and include their name, address and date of birth
- Detail the special educational need
- Identify the provision for the need to be met
- Identify the type and name of school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision
- State the hours of additional assistance for the need to be met

The child will continue to have short term targets set for them and these will be indicated on SEND Arrangement Plans. These will be established after a consultation with the parents/carers and when possible the child. The targets set will be implemented as far as possible within the normal classroom setting. The delivery of the interventions will continue to be the responsibility of the class teacher.

Assessment and planning process for an Educational Health Care Plan should:

- focus on the child or young person as an individual
- enable children and young people and their parents to express their views, wishes and feelings
- enable children and young people and their parents to be part of the decision-making process
- be easy for children, young people and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the child or young person's strengths and capabilities
- enable the child or young person, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual
- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach
- deliver an outcomes-focused and co-ordinated plan for the child or young person and their parents

This approach is often referred to as a person-centred approach. By using this approach within a family context, professionals and local authorities can ensure that children, young people and parents are involved in all aspects of planning and decision-making.

Annual Review of an Education and Health Care Plan (EHCP)

All EHCP's must be reviewed at least annually, and there is a pro-forma for this. A meeting is arranged and parents, the child (if possible), school representatives and professionals having contact with the child are invited to share their views regarding progress and whether any amendments need to be made to the EHCP. Any changes must be reported so that it can be updated. The Annual Review should focus on what the child has

achieved as well as noting any difficulties which need to be resolved.

Interim review meetings may be called during the year to evaluate and monitor progress and the interventions outlined on the SEND Arrangement Plan.

The Annual Review in Year 1 and 2 should also focus on the transition to the next key stage and the Head Teacher of that school will be invited to the meeting. This will allow the receiving school to plan for the provision and ensure that appropriate arrangements are in place at the start of the new school year. The aim is for an effective and supportive transition process.

SEND provision

Provision should be matched to the need which usually falls into these categories

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory or physical conditions

SEND provisions provided for the child should:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and targets that stretch the child
- have progress tracked towards the set goals
- be kept under review
- promote positive outcomes in the wider areas of personal and social development, and
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Adaptations to the curriculum will be made for SEND children and consideration of tools to best support their needs. This will be done through

- Differentiated planning
- Effective adult support
- Scaffolding
- Word banks
- Learning support tools
- ICT
- Specialist provision programmes
- Practical resources

On a daily basis SEND children remain in their class in order for them to be included in the whole life of the school. Provisions are run in the classroom by the assistant teacher under close monitoring from the class teacher. Teachers plan weekly for interventions and review their progress against these alongside the SENDCo.

“The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil.”

Code of practice 2014

Support will be provided for improving emotional and social development and will include opportunities for listening to the views of children with SEND.

Joint planning

Where children are not meeting the expected progress against set outcomes at times there may be a need to work with outside agencies including speech and language, occupational therapy, educational psychologist and the Specialist Teachers for Inclusive Practise (STIPS) to gain expert advice and support to plan specialised interventions.

Specialist Agencies

We work closely with all agencies as appropriate. Close liaison takes place with other professionals to plan for and review the effectiveness of any intervention put in place.

The agencies include:-

- LA Learning Support Services:-
- Educational Psychology Service
- Emotional and Behaviour Support
- Sensory Impaired Service
- Autism Outreach Service
- Educational Welfare Officer
- Cognition and Learning Support Service
- Specialist Teachers for Inclusive Practise (STIP)

Health Services:-

- School Medical Service
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Physiotherapy Service
- Occupational Therapy

Roles and Responsibilities

The Head Teacher

The head teacher has overall responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher meets with the Inclusion Manager to oversee provision and discuss current issues.

In the Head Teacher's report to the Governors, SEND issues will be raised, giving an opportunity for discussion.

The Governing Body and the SEND Governor

The Governing Body (GB), in co-operation with the Head Teacher, determines the school's general policy and approach to provision for all the children, establish the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. The GB reports annually to parents on the school's SEND policy, identification, assessment and intervention procedures using the SEND information report on the school's website.

The SEND Governor has a remit to be a critical friend to the school.

The governors must publish information on the school's website about the implementation of the SEND/ Inclusion policy. This is achieved through the local offer which can be accessed via the school's website or the Surrey County Council website. Governors should ensure the local offer is updated annually and any changes made throughout the year are updated. The SEND governor is **Cathy Dodd**.

The SENDCo

Every school must have a designated person as SENDCo.

The SENDCo will carry out their role in line with the recommendations made in the SEND Code of Practice 2014

The school has a named SENDCo- **Mrs Kirstie Smith** and Inclusion Lead- **Mrs Katie Muir**

The responsibilities include:-

- the strategic development of SEND policy and provision in the school working in collaboration with the head teacher and governing body.
- day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- providing professional guidance to colleagues and will work closely with staff, parents and other agencies.
- The Inclusion Manager being aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.
- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

- Working with English and Maths subject leaders as well as class teachers to identify children who need additional and different support
- Working with the Head Teacher to identify from Progress and Attainment Tracking Maps those children needing additional and different support
- Co-ordinating provision for children with SEND
- Contributing to staff Inset sessions and professional development sessions for all staff
- Attending SEND training meetings and Inclusion Manager network meetings as a means of keeping up to date with initiatives and guidance
- Arranging Annual Review meetings for children who have a Statement of SEND or EHCP.
- Inviting the SEND Governor on a termly basis to SEND reviews.
- Ensuring that all children are included in all aspects of school life
- Track the progress of children with SEND and check that progress is made
- Track the effectiveness of provisions in place
- Monitor quality of inclusive first teaching and the waves of intervention
- Monitor and track provision for all disadvantaged groups of children including EAL and pupil premium children.

The Class Teacher

It is the responsibility the class teacher to enable all of the children to learn and be accountable for all children's progress. They have in mind the essence of the Vision Statement and Aims for the school.

At the heart of their teaching lies the knowledge that...

"The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil." Code of practice 2014

To achieve this they:

- Ensure teaching is high quality inclusive first teaching
- Plan appropriate work/activities for the children
- Ensure that support is available to meet the children's needs (Quality Inclusive Teaching)
- Differentiate the curriculum for all pupils to take account of different learning styles, interests, abilities
- Ensure that all children can be included in tasks/activities
- Monitor individual progress
- Celebrate achievement
- Identify those children who are needing additional or different support in order to make progress
- Set targets based on longer term outcomes on IEPs and meet with parents to review these
- Make parents aware of the provisions being made for SEND children and the outcomes expected against these
- Take into account the views and wishes of the child and parents when planning for provision
- Ensure that these children are made known to the Inclusion Manager.
- Ensure wave 2 and wave 3 support activities are taking place on a regular basis

The Assistant Teachers

- Support the teachers in enabling children with SEND to have access to an appropriate curriculum
- Encourage and promote independence
- Liaise with the Class Teacher/Inclusion Manager to give feedback
- Help to prepare resources and adapt materials to meet the children's needs
- Carry out intervention groups under guidance from the Inclusion Manager and class teacher

They have an important part to play in promoting the inclusion of all children in all aspects of life at school.

The Children

- Are encouraged to participate fully in the life of the school
- Understand the success criteria to enable progress to take place
- Have a role to play in voicing their suggestions as to how the teachers can help them to learn better. They are frequently asked about this in the Class Meetings which then feed into the School Council.
- Those who have special educational needs have the opportunity to comment on how they feel they are progressing when the Arrangement Plan is evaluated.
- Make choices about the provision they are getting and the progress made against these

Resources

All children with SEND will have access to specialist resources when necessary. This may include Teaching Assistant time, specialist materials including IT resources or specific intervention programmes.

On some occasions, additional equipment is loaned to the school by specialist services.

Training

The Inclusion manager will ensure regular professional development opportunities for all teaching staff, teaching assistants and governors. Professional development opportunities will include:

- Training from outside agencies
- Professional development training to take place every other week for teaching assistants
- Feedback from learning walks and observations
- Use of expertise from staff who have attended training sessions to disseminate to all other staff

Evaluation of SEND provision

In order to maintain and assess the effectiveness of the provision outlined in this policy the Head Teacher and Inclusion Manager will:-

- Meet regularly
- Liaise with teachers
- Keep a regularly updated register of children with SEND
- Liaise with and report termly to the Governing Body through the SEND Link Governor
- Ensure that SEND is an agenda item for each Governing Body meeting via the Head Teacher's report
- Monitor and review Arrangement Plan targets regularly with the children, class teachers and parents
- Monitor interventions from T/A's
- Contribute to SEND training for all staff through INSET and organise school based training sessions lead by specialist professionals
- Review provision maps each term to ensure quality of provision against expected progress.
- Monitor teaching and learning
- Each year a SEND information report will be written and published to the school's website

Parent Partnerships

It is hoped that the partnership between school and parents will play a key role in promoting a culture of positive expectations for children with SEND. Parents can request a copy of this policy, the LA policy for SEND and the Code of Practice for SEND.

Complaints Procedure

The school seeks to work closely with parents, consulting them at every stage of referral and we aim that complaints about SEND provision will be rare. If, however, there should be a concern, the process outlined in the Complaints Procedure policy should be followed.

Reference should be made to Chapter 11 of the Code of Practice 2014 which details further information on complaints and tribunal procedures.

Reference should also be made to the school's complaints policy.

Disabled children

Admission

The Equality Act 2010 states that

- A school must not discriminate against a pupil in the arrangements that it makes for admitting a child
- A school must not discriminate against a pupil in the education it provides for a pupil
- A school must not discriminate against services or benefits that are provided for the pupil

As a school we make reasonable adjustments to support children with disabilities. Reasonable adjustments can be defined as 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school or by the absence of an auxiliary aid or service.

In the Equality Act 2010 as a whole there are three elements to the reasonable adjustments duty that relate to:

- Provisions, criteria and practices
- Auxiliary aids and services
- Physical features.

Some examples of how reasonable adjustments that might be made would be..

Example 1

A deaf child attends primary school with the regular support of a teaching assistant and twice-weekly visits from a peripatetic teacher of the deaf. Although she is severely deaf, the child's spoken language and use of English is well-established. She wears a personal FM system (radio aid) in all lessons. These auxiliary aids and services are provided through the SEND framework. The use of the aids is covered by the disability discrimination duties. If, for example, a teacher were to refuse to use the radio microphone, it is likely that this would be unlawful under the disability discrimination duties.

[Example 6.20A]

Example 2

The school is going to admit a five-year-old girl with a rare syndrome involving moderate learning difficulties, poor muscle tone, and speech and language difficulties. The head teacher consults the child's mother and a local voluntary organisation and devises a series of short training events drawing on local expertise. The training enhances staff knowledge and confidence and the girl has a positive start to school. This is likely to be a reasonable step to take to prevent the pupil from being placed at a substantial disadvantage

[Example 6.17A]

Where a child has been identified as being disabled. The school will work closely with the parents and child to draw up a health plan which will be suited to the needs of the child and will outline...

- Details of the disability
- How the child will be best supported
- Adjustments that will need to be made to learning or the environment

Where a child is registered disabled they may also have SEND but not always. Reference should be made to provision and practice in relation to SEND previously outlined in this policy.

Pupil Premium

Pupil premium Provision

The 'pupil premium' is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils to improve the quality of their education. This funding is used to support pupils through additional classroom support and extra-curricular activities.

Where pupil premium children are identified provision will be made to suit their needs.

The government use eligibility for free school meals as the main measure of deprivation at pupil level.

The government provides all schools with a list of pupils who have been eligible for free school meals at any point in the last 6 years. This list is available through a pupil premium download from the Key to Success website.

To receive the premium for adopted pupils you should mark them as eligible on the school census. If you do not know who your adopted pupils are, you will need to contact parents and ask them to let you know.

Pupil premium includes

- Children entitled to free school meals (FSM)
- Children who have been entitled to FSM in the past 6 years (Ever 6)
- Adopted children
- Looked after children

Online information must be reported the following things should be included

- your pupil premium allocation for the current academic year
- details of how you intend to spend your allocation
- details of how you spent your previous academic year's allocation
- how it made a difference to the attainment of disadvantaged pupils

Provision for children falling in these categories will be reviewed and monitored each term and adapted where necessary.

Where children have been identified as pupil premium a 'Provision map' will be put in place which will be reviewed each term.

Roles and responsibilities

Assistant Head:

- Report on how pupil premium funding is being spent
- Track and monitor identified children's progress through pupil premium provision maps
- Monitor provisions in place

Class teacher

- Provide necessary interventions and record on wave 2 and 3 intervention sheets

Please Refer to the below policies for further guidance on inclusion and equal opportunities for all.

- English Language as a Minority Achievement Policy
- Medical needs policy
- Single Equality Policy
- More able child policy
- Child protection policy
- Accessibility plan

All children that fall into the above groups are tracked and monitored each term by the Inclusion Manager