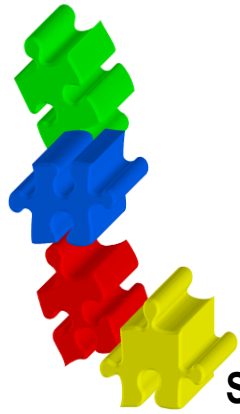


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SOUTH END JUNIOR SCHOOL

INCLUSION POLICY

Incorporating Special Educational Needs Information, in compliance with Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65) and Special Educational Needs and Disability Code of Practice (2014)

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Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) January 2015
- The Special Educational Needs and Disability Regulations 2014
- Ofsted Section 5 Inspection Framework August 2016
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need and Disability (SEND) might be an explanation for delayed or slower progress but is 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 SEND. A differentiated curriculum 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.

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- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning – and SEND.
 - Some pupils in our school may be underachieving but will not necessarily have a SEND. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have a specific SEND which **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with SEND have the 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 school’s budget.

Aims and Objectives of this Policy

The aims of our 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, parent and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading 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.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others” (National Curriculum, 2014).

In agreeing these staged arrangements, the school has taken into account the following statements and definitions:

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"A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- *A significantly greater difficulty in learning than the majority of others of the same age, or*
- *A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools."*

'SEN Code of Practice' 2015

"Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils' progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment."

'Inclusion: does it matter where pupils are taught?' (Ofsted, 2006a)

"Special educational provision is educational or training provision that is additional to or different from" that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching"

'SEN Code Of Practice' 2015

"This is not necessarily more English or more maths but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum."

'Achievement for All' (National Strategies : 2009)

"Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision."

'Ofsted SEN Review' 2010

"Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level"

'SEN Code of Practice' 2015

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Inclusion of pupils with EAL

Definition

A pupil who has EAL 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 SEND, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

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.

Admissions

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. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

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 will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Initial assessment of EAL using Bell Foundation's 'EAL Assessment Framework for Schools' to record stage of language acquisition.
- A further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language.
- Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more

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fully assessed. Pupils will not be placed with pupils with SEND unless SEND is indicated.

- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against Bell Foundation's 'EAL Assessment Framework for Schools'. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Director of Inclusion. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include parents with EAL in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises 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 many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

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- There are commonly understood reasons (Social Exclusion Unit Report: 2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools and academies to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher are outlined in our separate policy for Designated Teacher for Looked After Children.

Our school will work closely with the county's The Virtual School (VS) for Children, which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Inclusion of pupils who are 'most able'

In this section the term 'most able' refers to pupils who have one or more abilities developed to a level significantly ahead of their year group (or with potential to develop those abilities).

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our 'most able' children.

Identification

Before identifying any child as 'most able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'most able' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a

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particular area'. Identification at our school does not necessarily mean that in another context the child would be identified.

A 'most able' pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self- nomination

Provision

Teachers 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;
- The opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the 'most able' learners.

From Year 3 to Year 6 we set targets for English and Mathematics at the appropriate level and we teach the children in our classes with appropriate differentiation.

We offer a range of extra-curricular activities for our children. These activities offer 'most able' children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes specialist teaching and partnership with secondary schools.

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Management of Inclusion within our School

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Director of Inclusion.

The Director of Inclusion is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of this Inclusion Policy.

The Ethnic Minority Achievement Co-ordinator has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care (see separate policy).

The name and contact details of the Director of Inclusion

Mrs Amy Izycky

aizycky@southend-jun.northants.sch.uk

The name and contact details of the Ethnic Minority Achievement Co-ordinator

Mrs Amy Izycky

aizycky@southend-jun.northants.sch.uk

The name and contact details of the Designated Teacher for Looked After Children

Mrs Amy Izycky

aizycky@southend-jun.northants.sch.uk

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with SEND 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.

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The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Headteacher

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- The Headteacher and the Governing Body will delegate the day to day implementation of this policy to the Director of Inclusion
- The Headteacher 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 whole-school pupil progress tracking system
 - Maintenance and analysis of a whole-school provision map for vulnerable learners
 - Pupil progress meetings with individual teachers
 - Regular meetings with the Director of Inclusion
 - Discussions with pupils and parents

The Director of Inclusion

In line with the recommendations in the SEN Code of Practice 2014, the Director of Inclusion will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners
- Identifying a staged list of pupils with SEND – those in receipt of additional SEND support from the school's devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans
- Co-ordinating provision for children with SEND
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting vulnerable learners

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- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND, in conjunction with class teachers
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an Education Health and Care Plan. Complying with requests from 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 SEND support from devolved budget), that a pupil may have a SEND, which will require significant support.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- Monitoring the school's system for ensuring that PGPs, where it is agreed they will be useful for a pupil with SEND, have a high profile in the classroom and with pupils (see section below on Individual Education Plans).
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with SEND).
- Meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (Senior Leaders will guarantee planning and preparation time for teachers and the Director of Inclusion to ensure that these meetings occur).
- Liaising sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress.
- Attending area Inclusion Network Meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with SEND (nationally, locally and within the school).
- Liaising closely with a range of outside agencies to support vulnerable learners

The **Ethnic Minority Achievement Co-ordinator** will oversee the day-to-day operation of this policy in the following ways:

- In collaboration with the Director of Inclusion, maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map

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- In collaboration with the Director of Inclusion, maintenance and analysis of the whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- In collaboration with the Director of Inclusion, managing other classroom staff involved in supporting ethnic/linguistic minorities
- Overseeing the initial and on-going assessment records on all children with EAL
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- In collaboration with the Director of Inclusion, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- Contributing to the in-service training of staff
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- Attending network meetings and training as appropriate.
- Liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class teacher

- Liaising with the Director of Inclusion to agree :

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- Which pupils in the class are vulnerable learners
 - Which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have SEND.
 - Which pupils (also on the provision map) require additional support because of a SEND and need to go on the school's SEND register. Some of these pupils may require advice/support from an outside professional and, therefore, a Personal Growth Plan to address a SEND (this would include pupils with EHC Plans)
- Securing good provision and good outcomes for all groups of vulnerable learners by :
 - Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils, which reduces linguistic difficulty whilst maintaining cognitive challenge
 - Ensuring there is adequate opportunity for pupils with SEND to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2013)
 - Ensuring effective deployment of resources – including Teaching Assistant support - to maximise outcomes for all groups of vulnerable learners.

SEND INFORMATION REPORT

Information about the school's policies for the identification, assessment and provision for pupils with SEND, whether or not pupils have EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils and the school's arrangements for assessing the progress of pupils with SEND.

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example autistic spectrum disorder (ASD) and speech and language difficulties
- Cognition and learning, for example dyslexia and dyspraxia
- Social, emotional and mental health difficulties, for example attention deficit hyperactivity disorder (ADHD) and attachment needs
- Sensory and/or physical needs, for example visual impairments, hearing impairments and sensory processing difficulties

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Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Stage 1 Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with SEND. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision

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- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LA, 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.

Stage 2 Additional SEND Support

- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school, ie they have a SEND as defined by the SEN Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND register will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not** all of the pupils on the SEND register will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying SEND is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her SEND, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- 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.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:
 - Our version are called Personal Growth Plans (PGPs), which through careful and considered targets, enable the child to grow academically, socially and emotionally.

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- Our PGP's are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with SEND. They are seen as working document which can be constantly refined and amended.
- Our PGP's will only record that which is *additional to* or *different from* the differentiated curriculum plan, which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be "more English" or "more maths"
- Our PGP's will be accessible to all those involved in their implementation – pupils should have an understanding and "ownership of the targets"
- Our PGP's will be based on informed assessment and will include the input of outside agencies
- Our PGP's have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly
- Our PGP's will be time-limited – at (at least) termly review, there will be an agreed "where to next?"
- Our PGP's will have a maximum of four short / medium term SMART targets set with the pupil
- Our PGP's will specify how often the target(s) will be covered
- Our PGP's will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for a PGP will be arrived at through :
 - Discussion between teacher and the Director of Inclusion
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional
- Our PGP's will be reviewed at least termly by class teachers in consultation with the Director of Inclusion.

Identification and Assessment

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

- The analysis of data including whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements (Graduated Approach of assess, plan, do, review)
- Following up parental concerns
- Tracking individual children's progress over time
- Liaison with feeder schools on transfer
- Information from previous schools
- Information from other services
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND support from the school's devolved budget or in

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receipt of High Needs funding. This provision map is updated termly through meetings between the teachers, TAs and the Director of Inclusion.

- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a SEND is significant.

Curriculum Access and Provision

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who are underachieving and/or identified as having SEND. This will be differentiated or scaffolded for individual pupils. We will also provide interventions, as required. Some approaches are detailed below:

- Teachers differentiate or scaffold teaching and work as part of quality first teaching
- Wave 1,2,3 interventions
- Other small group withdrawal
- Individual class support / individual withdrawal
- Bilingual support / access to materials in translation
- Adapting resources
- Adapting staffing
- Using learning aids
- Peer support
- Home-learning support club
- PGP reviews
- Regular home school liaison

Assessing and reviewing pupils' progress towards outcomes and effectiveness of provision

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- Personal Growth Plan (PGP) outlining targets for the child, which takes the role of an Individual Education Plan (IEP)
- Classroom observation of pupils
- Ongoing assessment of progress made by intervention groups
- Work sampling
- Scrutiny of planning
- Learning walks
- Teacher/TA assessment and experience of the pupil

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- Informal feedback from all staff
- Pupil views when setting new PGP targets or reviewing existing targets
- Pupil surveys
- Pupil progress and attainment tracking using assessment data
- Parent/carer views and experience
- Monitoring PGP targets and evaluating the impact of PGPs on pupils' progress
- Attendance records and liaison with the Education Inclusion Partnership Team
- Regular meetings about pupils' progress between the Director of Inclusion and the senior leadership team
- Annual report to parents
- Annual report to Governors
- Advice from external agencies, where relevant
- Annual reviews for pupils with EHC Plans

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Stage 3 Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND register (above) and, in addition to this, will have an Annual Review of their plan.
- Our School will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan
and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the SEN Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

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- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

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 the 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 SEND, involving parents in 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 the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with EAL.

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:

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- 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
- For pupils with SEND, monitor their success at achieving the targets on their PGP

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 additional SEND support. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at Annual Review meetings convened by the Plan Coordinator.
- A transition timeline will be produced, with specific responsibilities identified
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling. 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.
- Parents will be given a reliable named contact at the next phase provider with whom the Director of Inclusion will liaise

Expertise and training of staff

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Director of Inclusion will be a qualified teacher working at our school and will have statutory accreditation. If a new Director of Inclusion is appointed, he/she will gain statutory accreditation within three years of appointment.
- The Director of Inclusion will regularly attend local network meetings

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- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher 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 and academies in joint commissioning and quality assurance arrangements.

Securing Equipment and Facilities

- When specialist equipment or a high level of staffing support is required to support a pupil with SEND, our school will fund this as additional SEND 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 or academies 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.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- All of our extra-curricular activities and school visits are available to all our pupils, including any before and after school clubs.
- All pupils are encouraged to go on trips, including residential trips
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- Please refer to our Accessibility Plan for more detailed information.

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Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the Junior Leadership Team
- Pupils with SEN are encouraged to be part of clubs and extra-curricular activities to promote teamwork, building friendships and other social skills
- We have a zero tolerance approach to bullying
- Every classroom has a sensory basket and a worry eater
- Pupils who need it have a named key adult and safe space
- We have a variety of pastoral interventions available for pupils who need them
- We have a pastoral support worker who can work with specific pupils as needed
- All staff are trained in emotion coaching to support emotional regulation

Working with other agencies

Where necessary, we refer pupils to outside agencies for additional advice and support, such as School Nursing Team, Specialist Support Service, Educational Psychology Service, Community Paediatrician, Speech and Language Therapist, Occupational Therapist, Bereavement Counsellor, Trauma Therapist, Social Worker.

Where outside agencies are involved, we work closely with these professionals.

Complaints about SEND provision

If there are any complaints relating to the provision for children with SEND or EAL, these will be dealt with in the first instance by the class teacher and Director of Inclusion then, if unresolved, by the Headteacher. The Governor with specific responsibility for Inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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Admission Arrangements

No child will be refused admission to the school on the basis of SEND, 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*).

Support services for the parents of pupils with SEND

- Educational Psychology Service, contact number 01604 361416
<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>
- Educational and Inclusion Partnership Team, contact number 0300 126 1000
<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/26-educational-inclusion-and-partnership-eip-team-ncc>
- Specialist SEND Support Service
<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/specialist-support-for-send/Pages/default.aspx>
- Information Advice Support Service, contact number 01604 364772
<http://www.iassnorthants.co.uk/Pages/home.aspx>
- Virtual School for Looked After Children, contact number: 01604 365 912
<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/virtual-school/Pages/default.aspx>
- Primary Behaviour Outreach Support (Maplefields Team), contact number 01536 409040
<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/support-for-schools-in-dealing-with-a-child's-behaviour.aspx>

Local Offer:

For more services for children and young people in Northamptonshire with SEND, please go to the Local Offer:

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<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer>

Links to other policies

LAC Designated Teacher
Child Protection and Safeguarding
Behaviour
Supporting pupils with medical conditions
Accessibility plan
Anti bullying
Admissions