

# Coppermill Primary School



## Inclusion Policy

Ratified by the Curriculum and Achievement Committee: 23<sup>rd</sup> March 2017

To be reviewed: Every two years

Next review: Spring 2019

## **Key staff:**

- Monica Obiols is the Inclusion Leader for Coppermill Primary School
- Henry Bao-Nion is the governor with responsibility for SEN

## **The Role of the Inclusion Leader**

The Inclusion Leader/SENCo's responsibilities include:

- Overseeing the day-to-day operation of the school's Inclusion policy
- Co-ordinating provision for children with SEN and EAL
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN and EAL
- Contributing to the in-service and external training of staff
- Liaising with local secondary schools so that support is provided for Year 6 pupils with SEN or EAL as they prepare to transfer
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEN
- Monitoring the progress of children with EAL and those on the SEN Profile.

You may contact the Inclusion Leader or SEN Governor via the school office phone or email.

The Inclusion Leader and SEN Governor ensure that the Coppermill's Inclusion policy works within the SEND Code of Practice (2014), the guidance and practice of the London Borough of Waltham Forest Education Authority and other policies currently within the school.

## **Policy for pupils with EAL**

At Coppermill Primary School we are strongly committed to celebrating cultural diversity and promoting equality of opportunity for all EAL pupils; both at an early stage of English language acquisition and More Advanced Bilingual Learners (MABL). We maintain an extremely positive school ethos through the following:

Displays around the school reflect and celebrate the multi-cultural and multi-lingual nature of both our school and our local community. Some of these include:

- Multi-lingual signs and labels
- Photos of whole school events
- Photos of positive role models from a range of cultures
- Examples of pupils work
- Language of the term.

Displays within the classroom reflect and celebrate the multi-cultural and multi-lingual nature of the class, our school and local community and support the learning of pupils learning EAL and include:

- Displays/ resources depicting pupils' family heritage
- Multi-lingual labels/signs, with pictures, using the main languages spoken in the class and /or the language of children who are new to English
- Visual timetable.

## **Curriculum:**

### *All teaching staff:*

- have the responsibility to provide the highest quality first teaching and learning opportunities for all pupils
- identify and teach key language features of each curriculum area, e.g. key vocabulary, use of language, forms of text
- provide enhanced opportunities for speaking, listening and drama
- ensure pupils have access to good models of spoken English
- provide additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture
- provide additional verbal support, e.g. repetition, modelling, peer support, pre-teaching key vocabulary
- make use of a range of ICT activities
- make use of collaborative activities that involve purposeful talk and encourage and support active participation
- group children strategically for different activities
- ensure, where possible, learning progression moves from the concrete to the abstract (younger children and early speakers of English learn a new concept in a practical 'hands on' (concrete) way. As a child becomes older, more advanced and/or is exposed to English for longer they should be able to apply concepts in a more abstract way e.g. with pencil and paper)
- provide scaffolding for language and learning, e.g. talk frames, writing frames
- provide a variety of ways for pupils to record their work, including recording in their first/ home language
- provide dual- language books and dictionaries
- ensure cultural diversity is built into their planning for all areas of the curriculum, taking into account the linguistic, cultural and religious backgrounds of families.

## **Assessment and Provision**

- All pupils, including those learning EAL are assessed according to the whole school Assessment policy.
- Pupils who are new to the school and new to English will receive an initial assessment within the first 6-8 weeks of their arrival at Coppermill Primary School.
- Robust data analysis is carried out to ensure pupils learning EAL are achieving in line with the rest of the school.
- Interventions are provided for pupils identified as requiring additional support following data analysis.
- In addition, since January 2017, all pupils who speak English as an additional language have been given a level of EAL proficiency. The DfE has provided schools with the stage descriptors we have used to assess children. There are 5 stages that range from 'New to English' to 'Fluent'. EAL proficiency stages will be updated yearly.
- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to the school's SEN provision.

## **New Arrivals/Pupils who are new to English**

- Clear procedures have been outlined to support newly arrived pupils including those who are at an early stage of English language acquisition.
- All new arrivals are paired up with a class buddy. If possible a child who speaks the same language as the new arrival is chosen for this task.
- Every class has an induction folder with resources that can be used to support EAL new arrivals.
- The school has invested in software that enables teachers to prepare appropriate resources for EAL learners and to ensure learning is visually supported in the learning environment.

## **Policy for pupils with SEN**

At Coppermill it is our belief that all children have an equal right to a full and rounded education which will enable them to develop their potential. We use our best endeavours to secure special educational provision for pupils for whom this is required.

## **Aims and objectives**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need
- to ensure support for pupils with medical conditions so that they are fully included in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

## **Equalities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in wider society.

## **What are special educational needs?**

The SEND code of practice (DFE, 2014) outlines the following four broad areas of SEN:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical.

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Note also that health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (SEND Code of Practice 2014, DFE)

This SEN policy details how, at Coppermill, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

### **Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

### **Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

## **Identification and provision for children with SEN**

Identification and provision for children with special educational needs is a matter for the whole school.

The governing body, the school's Headteacher, the Inclusion Leader and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teaching staff are teachers of children with special educational needs.

The school will assess each child's current levels of attainment in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years.

If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and Inclusion Leader will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### **Usual procedures**

As much as possible all usual school systems will address all children, including those with SEN.

Our curriculum is differentiated by the class teacher to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

At Coppermill the attainment of every child is scrutinised on a day to day basis by the class teacher and through the usual teaching, learning and monitoring practices of the school, e.g. marking and feedback, pupil progress meetings and data tracking.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily and may require SEN support. Using our professional judgement, and the expertise of parents/carers we may conclude that the child has SEN and therefore requires a graduated response of SEN support.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored.

If no progress is noted after this time the child may be added to the SEN profile with the consultation and involvement of the Inclusion Leader and parents/carers.

### **Level of need and response**

We recognise that a child's SEN may:

- change over time
- be short lived or longer term
- relate to a single area of difficulty
- pertain to a range of difficulties that interact
- be fairly minor or
- be profound and complex.

Therefore consider the following levels of need:

**No SEN** - Most children will have their needs met by the school without any SEN provision being made other than that which is normally available to all children.

**SEN Support** - Some children will have SEN and will have their needs met, using the approaches to support and intervention set out in this policy. These children are listed on the school SEN profile.

**Statement of SEN or EHC Plan (from September -2014)** – a very small number of children, with complex (i.e. in more than just Education, just Health or just Social Care) and significant needs will require a co-ordinated multi-agency approach and a high level of support and intervention.

### **Graduated Response**

At any of the above levels of need a graduated response is used, that is:

- **Assess** - what can the child do and what do they need to learn next?
- **Plan** - what shall we do in order to help them learn what they need to?
- **Do** – take action to do what is needed, in school and at home
- **Review** –parents, students and teachers feed into what impact have our actions have had, what should happen next?

The above response may see us using specialist expertise if as a school we feel that our interventions are still not having sufficient impact for the child.

The school will record the steps and strategies used to meet the needs of individual children through the use of Individual Educational Plans, pupil progress meetings and provision mapping.

### **The use of outside agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment. The delivery of the interventions recorded via the SEN Profile and provision map continues to be a shared responsibility, even when outside agencies are involved in provision.

**Outside agencies may become involved if the child:**

- Continues to make little or no progress in specific areas over a long period.
- Continues working at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional, social or mental health issues which have a substantial negative effect on the child's own learning or that of the class/group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his/her peers.

**Agencies that may be consulted or referred to at Coppermill are:**

- Educational Psychologist
- Speech & Language Therapist
- Specialist Children's Services (e.g. Paediatricians, Physiotherapists etc)
- Child and Adolescent Mental Health Service (e.g. for diagnosis of ADHD or ASD)
- Early Intervention and Prevention Team (e.g. Family support advisor, parenting support classes)
- Specialist teachers/ outreach teams (e.g. Whitefield Outreach Team, Hearing Impairment team, Joseph Clarke Outreach Service for Visual Impairments)
- Charities and voluntary groups (e.g. Carefree Kids, Chance UK).

**SEN provision - intervention**

At Coppermill intervention is an over-arching term to describe a range of learning strategies, techniques, resources and programmes that are used to enable children with SEN to 'catch up' or, in some cases, maintain progress. We will endeavour to ensure that our interventions are time-limited and evidence based, i.e. there is some academic consensus that the intervention has the required effect.

Interventions may take place in-class or may take place outside of class and may involve staff other than the class teacher and may be for groups of pupils, pairs or individuals.

Where interventions involve withdrawal from the class we are careful to minimise disruption to a broad and balanced education. This may sometimes mean that interventions take place during assembly times.

The Inclusion Leader, in conjunction with the Headteacher will monitor and review the range of interventions used to support students at Coppermill, in order that interventions are effective, efficient and a good use of school resources.

Intervention record sheets and IEP targets outline the aims of the intervention, the entry and exit data and the impact of on learning both within and outside of the classroom through co-ordination with the class teacher. Support staff delivering interventions are observed by the Inclusion Leader and another member of the SLT to ensure consistency and quality of teaching. These processes enable the Inclusion Leader to monitor the efficacy of interventions and maintain an overview of the support being given.



Staff delivering interventions receive formal training and/or are given opportunities to observe and liaise with members of staff who are familiar with the intervention and who deliver it well.

### **Partnership with parents**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process, for example taking part in person-centred annual reviews and contributing to their SEN profile.

We encourage parents to make an active contribution to their child's education. Parent Consultation and other meetings are used to review the progress of all children with their parents, including those with SEN.

We inform the parents of any intervention by providing them with a copy of the child's IEP.

Parents always have access to the Inclusion Leader via the school office or phone.

**Statement of SEN or EHC Plan (from September -2014)** – a very small number of children, with complex and significant needs will require a co-ordinated multi-agency approach and a high level of support and intervention.

These children warrant a statutory assessment of their needs, carried out by the local authority. A statutory assessment is a complex process of information gathering leading to a statutory document – either a Statement of SEN (pre Sept 2014) or an EHC Plan (from September 2014 – 'new' Code of Practice).

From the SEND Code of Practice, 2014, DFE:

*'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.'*

Where a child at Coppermill has needs at this level we will, in conjunction with parents, make a request for a statutory assessment of their needs, working within the SEND Code of Practice and LEA Guidelines

The parents of any child who is referred for statutory assessment will be involved in making the referral and will be informed of the progress of the referral.

Provision for a child with a statement or EHC plan, is by definition, unique and individualised. A child with needs at this level is likely to be known to multiple agencies and these other professionals will contribute to supporting the child and be invited to attend person centred annual reviews.

Children with a statement or an EHC plan will have a termly plan outlining goals, actions and provision. The longer term life outcomes (education, social and health outcomes) will be borne in mind when writing any termly plan.

Progress towards the termly plan will be reviewed at parent consultation evenings and during the person centred annual review. In this way parents and child will be involved in the setting of new goals and actions.

Every year it is statutory for the Statement or EHC plan to be reviewed. At Coppermill we follow the LBWF practice of person-centred reviews. The pupil is present for as much or as little of their review meeting as they wish to be.

During year 6 the person centred annual review will take place after the secondary school has been named and the SENCo from the chosen secondary school will also be invited to the review.

### **Access to the Curriculum**

Having SEND should not deny children their entitlement to a broad and balanced curriculum.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Monitoring and evaluation**

The Inclusion Leader monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

They are involved in supporting teachers and in drawing up SEN Profiles for children receiving SEN support. The Inclusion Leader and the Headteacher hold regular meetings to review the work of the school in this area.

### **Allocation of resources**

The Headteacher in conjunction with the Inclusion Leader is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of SEN and EHC Plans.

The Headteacher informs the Governing body of how the funding is allocated to support pupils with special educational needs.

### **The role of the governing body**

The Governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs.

They have an overall responsibility to ensure that funds and resources are used effectively.

The Governing Body reviews this policy every two years and considers any amendments in light of the annual review findings. The Headteacher reports the outcome of the review to the full Governing body.