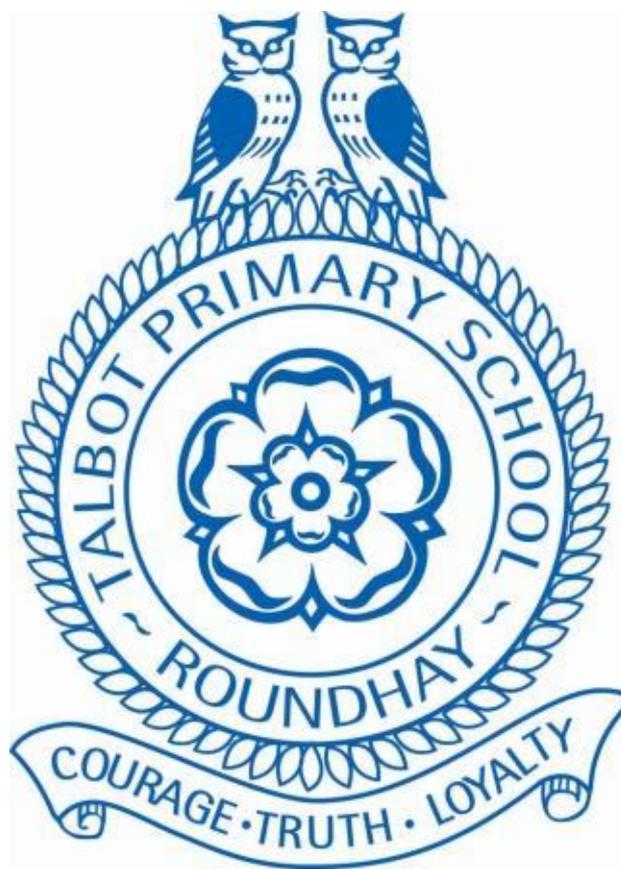


Talbot Primary School



Inclusion, Special Educational Needs and Disability Policy

Reviewed/Revised: December 2018

Next review: December 2019

Inclusion, Special Educational Needs and Disability (SEN and D) Policy.

Talbot Primary School has a named Inclusion Manager and SENDCo; Adele Mitchell, who has undertaken the National Award for Special Educational Needs Co-ordination qualification. Esther Davy is the named Governor, who is responsible for Inclusion. The Senior Leadership Team (Parm Gill; Headteacher, Jude Rivers; Deputy Headteacher and Kate Liddington; Assistant Headteacher) work directly with the SENDCo to determine the strategic development of inclusive provision at Talbot Primary School.

1. What are Special Educational Needs and Disability (SEN and D)?

Special Educational Needs (SEN) has been defined by the Department of Education as follows:

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

(Code of Practice, 2014)

Disability has been defined by the Equality Act, 2010 as follows:

“A person has a disability if:

- The person has a physical or mental impairment, and;
- The impairment has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

Long-term disability is defined as:

- “It has lasted for at least 12 months;
- It is likely to last for at least 12 months, or;
- It is likely to last for the rest of the life of the person affected.”

Substantial disability is defined as “more than minor or trivial.”

(Equality Act, Chapter 15, 2010)

2. Inclusion statement.

This policy follows the Special Educational Needs and Disability Code of Practice (2014). Talbot Primary School prides itself on its inclusive ethos. We strive to ensure that every child is encouraged to be their best. Every teacher is a teacher of every pupil, including pupils with SEN and D. The staff at Talbot Primary School are committed to the inclusion of all pupils.

We therefore:

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being

- Assess pupil's attainment, progress and needs regularly
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable learning challenges for every pupil
- Celebrate diversity
- Promote positive self-image and self-worth

The staff at Talbot Primary School will do their best to ensure that appropriate provision is made for any pupil who has SEN and D. Their needs will be communicated and known by teaching and non-teaching staff that are likely to work with the pupil.

3. Aims and objectives.

At Talbot Primary School, we want all pupils to access a broad, balanced and relevant curriculum, whatever their individual needs. Staff have high expectations for all pupils and we encourage every pupil to achieve their learning potential.

The aims of this policy are to:

- Create an environment that meets the needs of pupils with SEN and D
- Respect and plan for the needs of any pupil with a disability
- Identify, assess and provide for pupils who have SEN and/or a disability
- Regularly review and evaluate pupil progress, working in partnership with parents and pupils throughout this process
- Identify the roles and responsibilities of staff in providing for pupil's SEN and D
- Ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- Make reasonable adjustments to enable all pupils to have full access to the school curriculum and school life
- Develop and maintain partnerships with other educational providers, the Local Authority and outside agencies, to ensure a multi-professional approach to meeting the needs of all vulnerable learners
- Consult with health and social care professionals to fully include pupils with medical conditions in all school activities

As a school, we regularly self-evaluate our inclusion and SEN and D provision, where we identify our strengths and areas for development.

4. Identification, assessment and provision of special educational needs.

As an integral part of raising standards, all staff are responsible for the early identification, assessment, provision and inclusion of all pupils, including those with SEN and D. Provision for pupils with SEN and D is a whole school matter; the Governing Board, the Senior Leadership Team, the SENDCo and all other members of staff, have important day-to-day responsibilities. All teachers are teachers of pupils with SEN and D. The first step in responding to pupils who may be identified as having a special educational need is differentiated, high quality first teaching.

Identification and assessment of special educational needs is gathered through a range of sources including discussion with members of staff, parents and where appropriate, pupils, communication with, and visits from, specialist outside agencies, screening tests etc. Pupils who are identified as having an SEN and D and who receive “provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools” (Code of Practice, 2014) are recorded on the school SEN and D Register. Pupils on the SEN and D Register will be regularly assessed under the graduated approach stages of action: assess, plan, do and review.

For some pupils on the SEN and D Register, Individual Bespoke Quality Teaching Plans, Individual Behaviour Plans, Speech and Language Plans and/or Personal Education Plans, will be used to plan, monitor and review their progress. An Individual Bespoke Quality Teaching Plan will include:

- SMART (specific, measurable, attainable, realistic and timely) targets set for the pupil
- The date the targets were set and the date for the targets to be reviewed
- Staff involved
- The frequency/timing of the intervention sessions

The Code of Practice (2014) describes the four broad areas of need as follows:

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

These four broad areas of need give an overview of the range of needs that Talbot Primary School provide and plan for. The purpose of identification is to determine what action our school needs to take, rather than fitting a pupil into a category. When identifying SEN, Talbot Primary School considers the needs of the whole child, not just the SEN of the pupil.

The factors below may impact upon a pupil’s progress and attainment, but are not classed as an SEN:

- Disability (we have a duty to make reasonable adjustments for disabled pupils under the Equality Act 2010, but a disability alone does not constitute a Special Educational Need)
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Child Looked After (CLA)
- Behaviour

On entry to Talbot Primary School, we assess each pupil’s current levels of attainment in order to ensure that established patterns of learning and experience are built upon. If a pupil already has an identified Special Educational Need, this information may be transferred from other partners in the pupil’s Early Years setting. The class teacher and SENDCo will use this information to:

- Provide a starting point when developing an appropriate curriculum

- Use the assessment processes to identify any learning difficulties
- Review the pupil's achievements and experiences through on-going observations and assessments, to form the basis when planning the next steps of learning

5. Roles and responsibilities for co-ordinating SEN and D provision.

The Governing Board, in collaboration with the Headteacher and SENDCo, are responsible for the school's general policy and approach to provision for pupils with SEN and D. The Headteacher has responsibility for the strategic management of all aspects of SEN and D provision. The SENDCo, working closely with the Headteacher, has responsibility for the day to day operation of the school's SEN and D policy and for co-ordinating provision for pupils with SEN and D. There is administrative time set aside for the SENDCo to effectively co-ordinate the tracking, recording and communication of high quality SEN and D pupil information. This is evaluated and used to inform the inclusion and SEN and D policy and practices across the school.

The SENDCo will:

- Oversee the day-to-day operation of the school's SEN and D policy
- Co-ordinate provision for pupils with SEN and D
- Provide professional guidance and continuing professional development for all staff, to secure high-quality first teaching and effective use of resources for pupils with SEN and D
- Work in partnership with colleagues, parents, pupils and outside agencies to ensure the SMART targets on Individual Bespoke Quality Teaching Plans, Individual Behaviour Plans and Personal Education Plans are set, monitored and reviewed
- Liaise regularly with parents and carers of pupils with SEN and D
- Liaise with external agencies in matters relating to pupils with SEN and D
- Co-ordinate the monitoring of pupil achievement and proactively use this information to inform planning
- Oversee the records of all pupils with SEN and D
- Monitor the quality of teaching and learning and work with colleagues and pupils to set targets for improvement
- Liaise with the SEN and D Governor
- Take responsibility for the management of the SEN and D team of teachers and teaching assistants
- Ensure staff are kept informed and updated about all SEN and D issues and pupils on the SEN Register through meetings, training sessions, memos and staff briefings

6. Monitoring pupil's progress.

We assess and review the progress of all pupils on a half-termly basis. Teacher assessments will provide information where a pupil is not progressing satisfactorily. When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Members of staff may need to consult the SENDCo to consider what other strategies can be utilised with individual children. This is where the graduated approach stages of action would be adopted. As a school, we may put in place Bespoke Quality Teaching sessions, which are reviewed half-termly. If we feel our Bespoke Quality Teaching sessions are not

having an impact on the individual pupil, we may seek outside agency advice or support. As a school, we will record the steps taken to meet the needs of individual children through the use of documents such as an Individual Bespoke Quality Teaching Plan and/or a Provision Map. Teaching staff keep parents informed of the impact of provision through parent consultations and an annual written report.

At Talbot Primary School, pupils are taught Curriculum 2014 objectives. They are assessed against these to determine if they are working Below, Within, At or Exceeding the recommended Performance Standard for their age. To meet the appropriate expectation for their age, children are required to be proficient in a number of key areas of learning; this is so gaps do not develop in their skills and knowledge. Talbot Primary School has elected to use the National Association of Head Teachers' Key Progress Indicators (KPIs) as a starting point for the key areas of learning. These have then been refined to reflect the interim frameworks and the outcomes of collaborative exercises on KPIs between networks of schools in Leeds.

For pupils who are working significantly below age-expected outcomes, due to a significant need or disability, the age-expected criteria will not be effective. Therefore, a small number of primary-aged children with SEN and D will be measured against the Early Years Developmental Journal Steps for Learning or B-Squared, so that the progress they make can be recognised fully.

For children who are new to English but who do not have a Special Educational Need or disability, The Northern Association of Support Services for Equality and Achievement (NASSEA) STEPS assessment system, alongside the Language Proficiency scales, will be used as the preferred assessment system. The STEPS and Language Proficiency scale systems are recommended by the Department for Education, to support the assessment of pupils who are acquiring English for the first time.

Children who are Looked After by the Local Authority, including children who are fostered or adopted are tracked by our Virtual Schools Head, Jude Rivers (Deputy Headteacher). The progress of these pupils is regularly monitored and their attainment is frequently discussed with the Senior Leadership Team and SENDCo.

7. The role of outside agencies.

An outside agency may become involved if a pupil continues to make little or no progress, despite interventions. If a pupil meets the criteria set by the outside agency, parent/carers will be informed and their views sought prior to a referral being made by the SENDCo. Pupil records will be looked at in order to establish which strategies have already been employed and which targets have previously been set. The outside agencies may act in an advisory capacity or they may be involved in working directly with the pupil.

The agencies we may seek support from are as follows:

- Educational Psychologist Team
- Visually Impaired Team
- Deaf and Hearing Impaired Team
- The Community Nursing Team

- Early Years Special Educational Needs and Inclusion Team
- School-Age Special Educational Needs and Inclusion Team
- Inclusion Support Team (Social and Emotional well-being)
- Specialist Training in Autism and Raising Standards Team (STARS)
- Family Outreach Workers, Counselling and Therapeutic Services via our cluster

8. Partnership with parents/carers.

At Talbot Primary School, we welcome and encourage all parents/carers to participate in their child's educational progress from the outset, seeing them as equal partners. We believe this partnership plays a key role in enabling pupils with SEN and D to achieve their potential.

We endeavour to foster effective partnerships, valuing parent/carer views and contributions and will draw attention to the availability of relevant and accessible information, support and advice. Leeds Special Educational Needs and Disability Information Advice Support Service (SEND IASS) is an impartial, confidential and accessible service for all parents/carers of children with Special Educational Needs and/or disabilities. Information about this service can be found on the website; <https://familyinformation.leeds.gov.uk/sendias-site> or by calling the helpline on 0113 3785020.

Parent/carers of pupils with SEN and D and the pupils themselves, often have a unique knowledge of their needs and their views about what sort of help they would like. Both parent/carers and pupils are actively encouraged to contribute to termly Inclusion SEN Action Review (ISAR) meetings, Education, Health and Care Plan reviews, which are held bi-annually for pupils within the Foundation Stage and annually for primary-aged pupils. If an Education, Health and Care Plan is applied for, pupil and parent/carer contributions are welcomed.

9. Supporting pupils with medical conditions.

Talbot Primary School recognises that pupils within our school, who have medical conditions, should be properly supported to enable full access to education, including school trips and physical education. We will comply with our duties under the Equality Act 2010, where pupils with medical conditions also have a disability. Some pupils with Special Educational Needs may also have an Education, Health and Care plan, which combines a pupil's educational, health and social care needs. Where this is the case, the 2014 Special Educational Needs and Disability Code of Practice will be followed.

It will sometimes be necessary to put an Individual Healthcare Plan (IHCP) in place for individual children. This plan supports school in effectively supporting pupils with medical conditions. The plan provides clarity about what needs to be done, when and by whom. An Individual Healthcare Plan is likely to be helpful where the medical conditions are long-term and complex. However, not all children will require one.

Talbot Primary School has a policy for supporting pupils with medical conditions; this policy is regularly reviewed and is readily accessible to parents and school staff. This document can be found on our school website.

10. Requesting an Education, Health and Care Plan.

Talbot Primary School will make a request to the Statutory Assessment Team at the Local Authority if a pupil's needs have demonstrated significant cause for concern. The Local Authority will be provided with information about the pupil's progress over time, the resources and/or arrangements we have put in place and other supporting documents that relate to the pupil's Special Educational Needs via the Education, Health and Care Plan 1 form.

The supporting documents may include:

- Previous Bespoke Quality Teaching Plans and targets for the pupil
- Records of reviews and their outcomes
- Where appropriate, records of the pupil's health and medical history
- National Curriculum/Early Years Developmental Journal/B-Squared tracking and attainment levels in reading, writing and maths
- Educational and any other assessments, for example, from an outside agency
- Reports from medical professionals and other professional bodies

Once the Local Authority has considered the information received from the school, there is a twenty week period for additional information to be gathered from outside agency professionals, parent/carers etc. and for a decision regarding the Education, Health and Care Plan to be made.

10. Allocation of resources.

Support will be allocated to meet the needs of pupils through use of available funding, i.e. Notional Inclusion budget, Funding for Inclusion top-up funding and the whole school SEN budget.

Talbot Primary School has a commitment to staff development in the area of inclusion and SEN and D, to ensure that teachers and support staff effectively meet the needs of all pupils. Staff have access to a wide range of SEN resources, which are stored in the Key Stage One building. Staff can request resources to support specific needs by speaking to the SENDCo.

11. The role of the Governing Board.

The Governing Board actively challenges the school and holds its members of staff to account in order to secure provision for any pupil identified as having Special Educational Needs and/or disability. The SENDCo reports to Governors once per term at the Pupil Support Committee meeting, where an update on SEN and D provision is provided.

The Governors ensure all staff are aware of the importance of providing for children with SEN and D and that their top-up funding and resources are used effectively.

The Governing Board has decided that children with Special Educational Needs and/or a Disability will be admitted to the school in line with the school's agreed admissions policy.

The Governing Board reviews this policy annually and considers any amendments in light of the annual report to Governors.

12. Accessibility.

Details of the school's access arrangements (including information about the school's Care Suite) can be found on our school website.

13. Storing and managing information.

Our school is registered with the Information Commissioner's Office. All information we hold, both electronically and in manual formats, is processed in accordance with our obligations under the Data Protection Act 1998.

14. Monitoring, evaluating and reviewing the policy.

The SENDCo monitors the movement of children within the school's system for inclusion and she also provides staff and Governors with regular updates on inclusion. The SENDCo meets regularly with the Headteacher and named Governor to review the work within this area. Until further notice, this policy will be updated annually.

15. Complaints procedure.

Initially, complaints from parents/carers about their child's provision are made to the SENDCo. However, if a parent/carer is not satisfied with the response provided by the SENDCo, Talbot Primary School has well established procedures for dealing with parental complaints; these are detailed in the 'Complaints Procedure' document.

16. Bullying.

All members of our school community have the right to feel happy, safe and included. Pupils have the right to work, learn and be involved in an environment without harassment, intimidation or fear. All bullying, from any member of the school community, of any sort, is unacceptable; this includes treating pupils with a Special Educational Needs and/or a Disability less favourably than others. We recognise the effects that bullying can have on pupils' feelings of worth and on their learning and progress; through our rigorous monitoring and evaluating processes, the Personal, Social and Emotional Curriculum and our school motto of 'Courage, Truth and Loyalty', the school community will actively promote an anti-bullying environment. Bullying, in any form, will not be tolerated. This document can be found on our school website.

17. Our Individual Offer.

Our Individual Offer details the support for pupils with SEN and D, in line with the expectations of the local authority. Our Individual Offer can be found at the end of this policy. The Local Authority's Local Offer can be accessed via the [Leeds Local Offer website](#).

Summary.

It is our school's aim to remove barriers to learning for all pupils in our care. Implementation of this policy will support the effective inclusion of all pupils, including those with SEN and D, through raising achievement and enabling participation in the full life of the school.

Related documents:

Admission Policy

Our Individual Offer

Leeds Local Offer

Accessibility Plan

Gifted & Talented policy

Supporting Pupils with Medical Conditions

Medicines in School policy

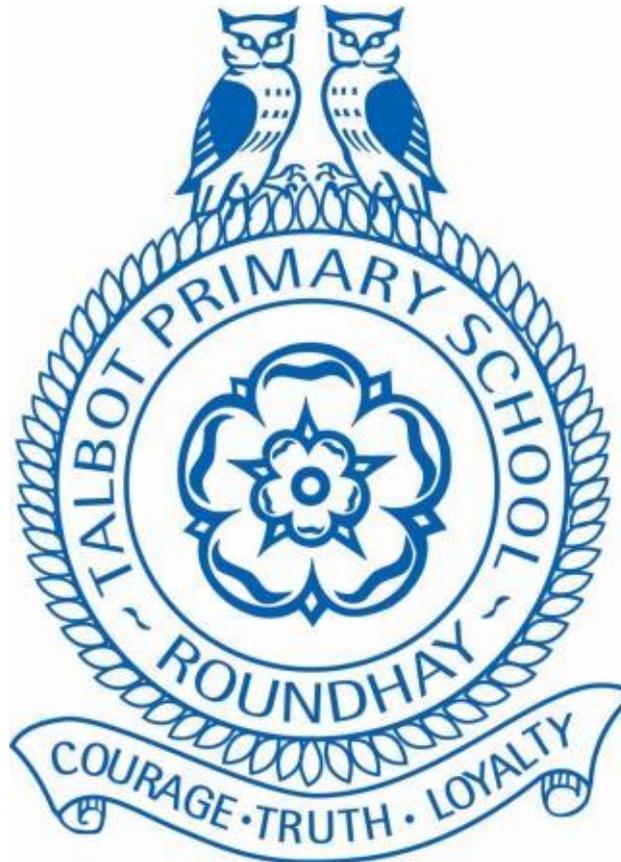
EAL policy

Race Equality policy

Bullying policy

Review date: Annually.

Talbot Primary School



Our Individual Offer

Reviewed/Revised: December 2018

Next review: December 2019

Talbot prides itself on its inclusive ethos. We strive to ensure that every child is encouraged to be their best. Teaching and other broader activities are designed to capture imagination and harness talents. A range of Bespoke Quality Teaching sessions are in place for additional learning and emotional support. Our strengths in developing a truly inclusive school were acknowledged when we were awarded the Inclusion Chartermark. The Senior Leadership Team (SLT) evaluate all Special Educational Needs and Disability (SEN and D) provision on a regular basis throughout the year and report to the school Governing Board on how individual needs are being met. There is a named governor with responsibility for SEND.

Please find detailed below frequently asked questions from parents/carers.

What do I do if I think my child may have special educational needs and/or a disability?

All school places are allocated in accordance with the Leeds Admission Policy. The Governing Board has decided that children with Special Educational Needs and/or a Disability will be admitted to the school in line with the school's agreed admissions policy, which can be accessed via the Admissions page of our school website. The Governing Board reviews this policy annually and considers any amendments in light of Local Authority admission reviews.

It is helpful for school to know about any additional needs that your child may have at the earliest possible opportunity. When considering Talbot Primary School, please inform the school office that you would like to have a conversation with the Special Educational Needs Co-ordinator (SENDCo). The SENDCo; Adele Mitchell, will contact you to have an informal discussion, where options can be explored.

Where a diagnosis or condition is already known, school will work with the family to plan for the child's needs. If no diagnosis has been made, but you believe your child may need additional support, we will aim to gain professional advice through the referral process.

How will school support my child's learning?

The staffing arrangements will vary, depending on your child's needs. The class teacher will be responsible for planning, delivering and assessing your child's learning. Sometimes, a teaching assistant will deliver sessions, on a one-to-one basis, to tailor the curriculum for your child. As with all children, the class teacher and teaching assistant should be the first port of call regarding routines and day to day matters. The whole support package is overseen by the SENDCo, who will liaise with you regarding provision. All SEN and D provision is overseen and managed by the Senior Leadership Team.

Your child's progress and attainment will be assessed with regard to the end of year expectations for the year group your child is currently in. They may need an individual programme to recognise and value small and significant steps in their learning. There may be termly, bi-annually or Annual Reviews, to which yourself, your child and relevant professionals will be invited. Your contribution is vital to our decision making about your child's education.

How will the curriculum be matched to my child or young person's needs?

In order to ensure that your child can access the curriculum to the fullest possible extent, school will make all reasonable adjustments. This may include: staff training, specialist resources, working with agencies and addressing medical needs.

How accessible is the school?

Talbot Primary school is a one story building, which is wheelchair accessible. There is a dedicated Care Suite to support children who have SEN and D with toileting and hygiene needs. There are limited spaces for individual learning sessions; however, we are flexible in the use of areas within school. We adapt apparatus and resources, where necessary, to meet specific needs within lessons.

Details of the school's access arrangements, including information about the school's Care Suite, can be found on our school website.

How will I know how well my child is doing and how will you help me support my child's learning?

In addition to normal reporting arrangements and the termly, bi-annual or Annual Reviews, it is likely there will be further meetings according to specific needs. As a broad guide, this would usually be one to two meetings per term, with relevant staff. For children who receive one-to-one provision, there will be an opportunity to briefly share relevant information at drop-off and collection times. Children who receive one-to-one provision will also have a home-school communication book. This book is a record of important daily communication between home and school; it enables adults within your child's life to communicate closely. We encourage parents, carers and family members to use the book to share positive information about your child's progress at home.

What support will there be for my child's overall well-being and social, emotional and behavioural development?

Every child's well-being is central to successful learning. Personal, Social and Health Education is explored through structured lessons, assemblies and the broader curriculum. We actively promote inclusion and always tackle acts of discrimination if they arise. There is an experienced team trained to support your child's emotional development in partnership with parents; this may include individual mentoring or group nurture sessions. We talk to parents promptly about any concerns, so that they can be addressed quickly and effectively. We also access local provision, to offer support for families within the community.

Finally, if your child requires medicine during the school day, we are able to do this in accordance with the school's medicine policy. This would be included in the child's Individual Healthcare Plan (IHCP).

What services and expertise are available or accessed by the school?

The Governing Board supports school in involving other bodies in meeting the needs of pupils with SEN and D; the responsibility to access these services is delegated to the Headteacher and SENDCo. These services may include health and social services, voluntary organisations and support services offered by the Local Authority.

School accesses support services offered by the Local Authority according to need via a visual criteria referral system. Currently, this includes the following services:

- Speech and Language Therapists
- Inclusion Support Workers
- Early Years Special Educational Needs and Inclusion Team
- School Age Special Educational Needs and Inclusion Team
- Occupational Therapists
- Physiotherapists
- Educational Psychologists
- Visually Impaired Team
- Deaf and Hearing Impaired Team
- Community Nursing Team
- Family Support Workers
- Dyslexia specialists
- Specialist Autism Outreach Service (STARS)
- Leeds Special Educational Needs and Disability Advice Support Service (SENDIASS)

Where appropriate, we may also access additional support through the Alwoodley, Roundhay and Moortown (ARM) Cluster, e.g. Play Therapy, child counselling sessions. Access to these services will be very much according to need and is subject to the decisions of the Guidance and Support Panel.

What training and development is done by staff supporting those with SEND?

Training is tailored according to need. Previously, whole school training around the changes to the Special Educational Needs Code of Practice was undertaken. In the past year, where applicable, teachers and support members of staff have undertaken training in:

- Autism Education Trust Early Years Tier 1 Making Sense of Autism
- Autism Education Trust School Age Tier 2 Good Autism Practice
- Sensory Circuits
- Visual Communication System (PECS)
- Intimate Care
- Care and Control
- Awareness of Cystic Fibrosis
- Colourful Semantics
- Play Therapy; Working with Groups
- Supporting Early Years Children with Complex Communication Disorders

In addition, where children meet the referral criteria, we also work alongside outside agencies, such as the Special Educational Needs and Inclusion Team to provide support for individual children.

How will my child be included in activities outside the classroom?

For off-site activities, we may require an Individual Pupil Risk Assessment or a reference to your child, within the main risk assessment. This will enable your child to access all activities as fully and safely as possible.

How will the school help children transfer to the next phase of education?

School regards transition, both class to class, and school to school, to be a critical factor to your child's on-going success. School will work with your child, yourself and relevant parties, at all stages of handover, to ensure that progress made is not lost. If a child transfers settings, where applicable, relevant paperwork and information from outside agencies and medical professionals will be handed over to a named person at the child's new setting. We aim for our transitions to be as seamless as possible.

How is resourcing/funding allocated and matched to children's needs?

School will determine the resources and provision to be put in place for your child. Parents may request to be involved in the allocation of particular elements of the funding.

Who can I contact for further information?

As described above, please contact the school office and leave a message for the SENDCo; Adele Mitchell, if we can help you further.

Leeds Special Educational Needs and Disability Information Advice Support Service (SEND IASS) is an impartial, confidential and accessible service for all parents/carers and carers of children with special educational needs and/or disabilities. Leeds SENDIASS support ensures that parents/carers and children are fully involved in the planning of Special Educational Needs support for their individual needs within early years settings and schools. Information about this service can be found on the SENDIASS website.

<https://familyinformation.leeds.gov.uk/sendias-site> or by calling the helpline on 0113 3785020.