

Our approach to educational inclusion

1. In our school, we aim to offer excellence and choice to all our pupils, whatever their needs or ability. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. 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.
2. 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 their senses and of varied experiences;
 - planning for children's full participation in learning, and in physical and practical activities;
 - helping children to manage 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.
3. Our approach to inclusion reflects the Children and Families Act (2014); statutory guidance set out in the SEND Code of Practice (2014) and the requirements of the National Curriculum.

The Essex Local Offer

4. Home Farm Primary School is part of the 'Local Offer' set out by Essex County Council. The 'Local Offer' is published as part of the Special Educational Needs and Disability (SEND) reforms under the Children and Families Act 2014 and:
 - Gives you information about education, health and care services;
 - Gives you information about leisure activities and support groups;
 - Holds all the information in one place;
 - Is clear, comprehensive and accessible;
 - Makes service provision more responsive to local needs and aspirations;
 - Is developed and reviewed with the service providers and service users.
5. The Local Offer is for children and young people with special educational needs and/or disabilities (SEND); children and young people from birth to 25 years; their parents and carers and for practitioners and professionals. You can find the Essex Local Offer at www.essexlocaloffer.org.uk. Home Farm Primary School's provision within the Local Offer is set out in this policy and in our [SEND information report](#).

Our provision for children with Special Educational Needs and / or Disability

6. This school provides a broad and balanced curriculum for all pupils. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

7. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
8. The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.
9. The aims and objectives of our approach to Special Educational Needs and Disability are:
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to create an environment that meets the special educational needs of each child;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum;
 - to ensure that parents or carers are able to play their part in supporting their child's education;
 - to ensure that our children have a voice in this process.
10. Our provision for pupils with SEND is set out in detail in Annex A.

Education Health and Care Plans

11. If a child has special educational needs which cannot be met within the usual resources available to schools, an Education Health and Care Plan (EHCP) may be produced. EHC Plans have replaced Statements of SEN.

Roles and responsibilities

12. The Headteacher has the overarching responsibility for our inclusion policy. He works closely with our SENCO who:
 - manages the day-to-day operation of the inclusion policy;
 - co-ordinates the provision for and manages the responses to children's special needs;
 - supports and advises colleagues;
 - oversees the records of all children with special educational needs;
 - acts as the link with parents and carers;
 - acts as the link with external agencies and other support agencies;
 - monitors and evaluates the special educational needs provision, and reports to the governing body;
 - manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
 - contributes to the professional development of all staff.
13. The SENCO is also responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education and Health Care Plans. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
14. The governing body has oversight of the way in which the school is meeting the requirements of the Code of Practice when carrying out its duties toward all pupils with special educational needs. The

governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and ensure the policy is successful through regular review. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child. The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

Provision for children who are gifted, talented or more able

15. We believe in providing the best possible provision for pupils of all abilities. We respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.
16. Provision is made for children who are gifted, talented or more able within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further. Our aims are to:
 - ensure that we recognise and support the needs of all our children;
 - enable children to develop to their full potential;
 - offer children opportunities to generate their own learning;
 - ensure that we challenge and extend the children through the work that we set them;
 - encourage children to think and work independently.
17. We use a range of strategies to identify gifted, talented and more able children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
18. Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Foundation Stage profile with the parent, and use this information when planning for individual needs.
19. As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. The children undertake national tests in Year 2 and Year 6. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and Authority data and Fisher Family Trust data, in order to ensure that each child is making appropriate progress. Each teacher regularly reviews the children's progress and discusses this with the Key Stage Managers and Headteacher at regular standards meetings.

Aptitudes in English and mathematics

20. Gifted children in English are identified when they:
 - demonstrate relatively high levels of fluency and originality in their conversation;
 - use research skills more effectively to synthesise information;
 - enjoy reading, and respond to a range of texts at a more advanced level;
 - use a wider vocabulary, and enjoy working with words;
 - see issues from a broader range of perspectives;
 - use more advanced skills when engaged in discussion.

21. Gifted children in mathematics are identified when they:
- explore a broader range of strategies for solving a problem;
 - are more curious when working with numbers and investigating problems;
 - see solutions more quickly, without needing to try all the options;
 - look beyond the question in order to hypothesise and explain;
 - work more flexibly, and establish their own strategies;
 - enjoy manipulating numbers.
22. Our teachers 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, such as by providing:
- a common activity that allows the children to respond at their own levels;
 - 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.
23. The Inclusion Manager is responsible for coordinating the provision and practice within the school for gifted, talented and more able children. This includes:
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
 - regularly reviewing the teaching arrangements for these particular children;
 - collecting samples of work from the higher achievers, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identifying gifted and talented children;
 - monitoring their progress through termly discussions with teachers;
 - supporting staff in the identification of these children;
 - providing advice and support to staff on teaching and learning strategies;
 - liaising with parents and carers, governors and LA officers on related issues.
24. The governor with responsibility for inclusion issues monitors the school provision for gifted and talented pupils.

English as an Additional Language (EAL)

25. A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English. Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.
26. Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school. The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act (2010).

Teaching and learning style

27. In our school, teachers use various methods to help children who are learning English as an additional language, developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing them with a range of reading materials, to exemplify the different ways in which English is used;
- giving them appropriate opportunities for talking, and using talking to support writing;
- encouraging them to relate one language to another;

28. We ensure their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages;
- providing support through ICT, DVD and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

EAL and inclusion

29. In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

30. We do not withdraw children from lessons to receive EAL support. This involves supporting individual children or small groups of children and, at times, teaching the whole class. Sometimes the language support teacher works with groups composed not entirely of EAL children.

31. In the Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities. The Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English.

Assessment

32. Our school uses the QCA English scales to measure the English language competence of EAL children. We record their attainment and progress according to agreed school procedures. The statutory assessment arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

- In the mathematics tasks and tests at Key Stage 1, we help EAL children by translating English words or phrases in the assessment materials, or non-English words or phrases that the children use in their responses.
- For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to children for whom English is an additional language. For the mental arithmetic test at Key Stage 2, we provide a verbal translation of the test to children who have limited English.

33. The language support teacher helps children during the Key Stage 1 and Key Stage 2 assessment periods.

Monitoring and review

34. This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

Review date – Spring 2017
Ratified by Governors – Spring 2017
Next Review Date Spring 2019

Home Farm Primary School – SEND Information Report

Throughout Essex, all schools offer very similar provision for pupils with SEND in line with the County's Information Report. Home Farm Primary School's provision looks like this:

School Ethos for SEND

At Home Farm we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. 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.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. This will include adapting the curriculum to make it accessible for children with SEND.

Some children have barriers to learning that require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs and/or a disability. Teachers take account of these requirements and make provision as required to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

How does the school know if my child needs extra help?

For identification of special educational needs we refer to the SEND Code of Practice 2014 which sets out four broad areas of need:

Communication and interaction – children with speech, language and communication needs have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every child is different and their needs may change over time. They may have difficulty with one some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

At Home Farm Primary School we assess each child in the reception class using formal assessments, observations and interactions with children, teachers and LSA's to build a profile for each child. The class teacher will discuss any concerns with the SENCo and then decide on the most appropriate intervention for that child, at that time.

Cognition and learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation within lessons. Learning difficulties cover a wide range of needs which could be classed as moderate, severe, profound or multiple learning difficulties. Specific learning difficulties affect one or more aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

At Home Farm Primary School we use assessment for learning throughout our teaching which

	<p>means that we constantly monitor and assess each child's learning achievements across the curriculum. Teachers are skilled at noticing where a child is having difficulty in learning and adapting their teaching to enable each child to progress. The class teacher will discuss any concerns with the SENCo and then decide on the most appropriate intervention for that child, at that time.</p> <p>Sensory and/or physical needs Some children require specialist provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may change over time. Specialist equipment may be needed in order to enable children with these needs to access all the opportunities available to their peers.</p> <p>At Home Farm Primary School we will always seek professional advice to support a child with these particular needs. Regular reviews with the child and their parents or carers will take place in order to ensure that the sensory and/or physical needs for the child are being met.</p> <p>Social, emotional and mental health difficulties Children may experience a wide range of social and emotional difficulties which can show up in different ways. Children may become withdrawn or isolate or display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression for example. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p> <p>At Home Farm Primary School we monitor classroom behaviour and individual behaviour through a whole school behaviour policy and a variety of classroom strategies. Where a pattern of behaviour is noticed we will discuss this with parents or carers as soon as possible and work in partnership to identify the underlying cause. Sometimes this will involve a request for specialist teacher support to visit the school or a referral to a health professional.</p>
<p>How do we work in partnership with parents and carers in supporting a child with special educational needs and disability?</p>	<p>The class teacher is the first person to contact if you have a concern about your child's learning.</p> <ul style="list-style-type: none"> • SENCo is available on Parents' evenings to discuss progress of their children • SENCo regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents can contact or make an appointment to see the SENCo at any convenient time if they have a concern or need advice. • SENCo attends multi agency meetings with parents where appropriate. • Parents of children who have a statement/EHCP are invited to discuss their child's progress at the annual review • Parents of children who have a statement/EHCP are invited to discuss transitional provision with the potential secondary school at a Transitional Review. • The infant school SENCo holds a transition meeting with the Home Farm SENCo in order to provide information about SEN provision to aid transition.
<p>Who oversees this provision in the school?</p>	<p>The inclusion Manager, Miss T Cooper, oversees all of Home Farm Primary School's provision.</p>
<p>How will my child's views be heard?</p>	<p>Children with SEND have a one page profile which is created in partnership with the pupil, parents and school.</p> <p>Children who are formally identified with SEND are involved in creating a child centred plan which identifies targets that they wish to achieve within school. Parents and relevant professionals are invited to contribute towards these plans.</p>

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	<p>Annual review meetings are held for children with statements/EHCP to discuss previous targets and set new targets as well as exploring various strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting.</p> <p>Pupils with SEND are given equal opportunities to participate in all school activities and roles of responsibility.</p>
<p>How will I know how my child is doing?</p>	<p>Children with SEND will be offered three meetings a year with the class teacher and SENCo if requested. Additional meetings will take place where they are needed to aid communication and ensure that parents and carers are kept up to date.</p> <p>Annual review meetings are held for children with statements/EHCP's to review progress, set new targets and determine strategies to improve attainment. Parental/child reviews are shared and documented.</p> <p>Teachers are available after school for a quick chat or if you would like a longer appointment then you can book this through the office or directly with the class teacher. The SENCo can be available if requested.</p> <p>Team around the child meetings are held to analyse progress made and determine the way forward for children who have involvement with multiple outside agencies.</p>
<p>How does the school support children when they start and when they leave school</p>	<p>Where children are transferring from pre-school or nursery, all children identified with SEND are discussed as part of a transition meeting between staff. This enables school staff to put support in place at the start of the school year where it is appropriate to do so.</p> <p>Where children are transferring to Secondary School, the SENCo will meet SENCos of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school or any other school the child may transfer to. Future schools have a right to know the history of a child including any previous strategies used in case transition onsets any problems.</p> <p>Parents of children who have a statement/EHCP are invited to discuss transitional provision and any concerns they may have, with the potential secondary school at a Transitional Review. Careful planning with the child who has SEND will take place in order to make sure that the transition to a new school is as smooth as possible. This may include extra visits in the summer term before they move to secondary school.</p>
<p>What expertise in there in the school to support children with SEND?</p>	<p>All teachers are teachers of children with SEND. All staff has regular opportunities to update knowledge and to ensure they can meet the specific needs of children in their class.</p> <p>At Home farm Primary School, we strive to work in partnership with health and social care professionals, local authority support services and voluntary sector organisations in order to meet the needs of the child with SEND and to support their families or carers. This means that we have access to the Specialist Teacher teams, Occupational Health, Physiotherapy, Speech and Language Therapy, Educational Psychology, Social Care and Family support Agencies.</p> <p>This means that all teaching staff has access to information and resources to meet the individual needs of children in our school. A discussion will always take place with the family or carer of a child before any referral is made.</p>
<p>How does the school know</p>	<p>The method of identification and provision follows a 'graduated approach'. Children entering EYFS will be assessed and monitored within usual classroom practice. Concerns are first</p>

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<p>what provision is and isn't working for a child?</p>	<p>raised and addressed between the class teacher and the SENCo. A range of assessments and interventions are available to us within school in order to find the most appropriate method to teach and support the child.</p> <p>Interventions have a pre and post assessment measure, whether qualitative or quantitative in order to evidence progress. The class teacher and LSA discuss a child's progress regularly to check that the child is learning and achieving targets that have been set for them. This could be through daily conversations or weekly reports. Class teachers use this information to plan appropriately for each child. Provision beyond normal, differentiated classroom approaches and learning arrangements take the form of an individual plan.</p>
<p>How accessible is the school site?</p>	<p>There is a full Accessibility plan in place as well as a SEND Action plan.</p> <p>Specialist resources are used to aid learning across the school. E.g. lower ability reading books, sand timers, behaviour charts with stickers and rewards, visual timetables, traffic light faces, playground passes, left handed scissors, easy grip rulers, tri faceted pencils, pencil grips, dyslexia friendly reading books, sit and move cushions, writing slopes and left write mats.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise and recommended by outside agencies.</p> <p>Our teaching team work hard to be inclusive for all children in all lessons and activities which take place in school and on school trips.</p>
<p>How does the school deal with bullying?</p>	<p>Early identification and carefully planned responses to any bullying behaviour is a priority at Home farm Primary School. The range of support that is offered includes small group work to resolve and improve pupil friendships and Smart Thinking programmes to improve behaviour and decision making which includes bullying behaviour.</p>
<p>Where can I find further support?</p>	<p>Essex County Council provides details of its SEND provision to parents and carers of children with SEND on its website. www.essex.gov.uk</p> <p>Further information is widely available on the internet, from your GP surgery, your health provider and Essex Library Services.</p> <p>Useful website: Contact a Family www.cafamily.org.uk</p>
<p>What is the complaints procedure?</p>	<p>The procedure for complaints is highlighted on the School website, and there is an open door policy to meet with staff as necessary.</p>
<p>How can I comment on the SEND Information Report?</p>	<p>You are welcome to contact Mr Potter, head teacher, or Miss Cooper, SENCO, Inclusion Manager with any comments that you wish to make including useful websites that can be shared with other parents and carers.</p>