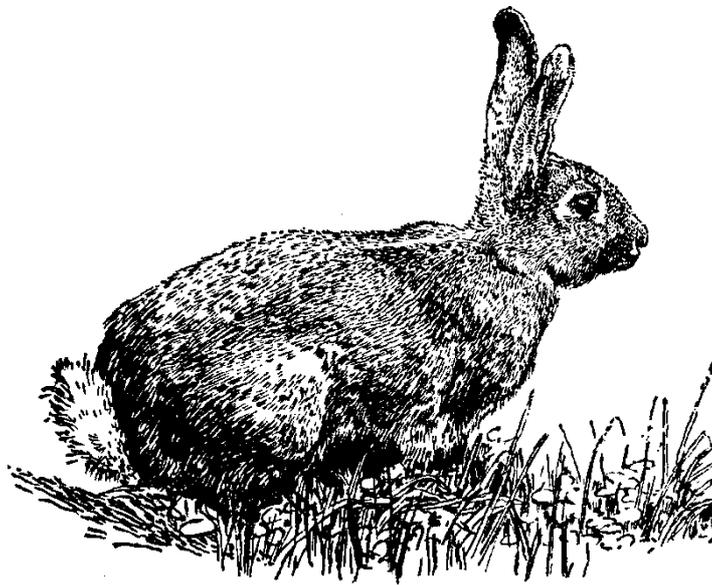


*Harefield
Junior School*



*Special Educational Needs and
Disabilities & Inclusion Policy*

November 2017

Behaviour Statement

'We are an inspirational community-based school where each child is challenged to reach their full potential. We promote a sensitive understanding of our family and community which is celebrated in a nurturing environment where all members grow and learn together'.

Rationale

Harefield Junior School is committed to providing an appropriate and high quality education to all the children attending the school. We believe that all children, including those identified as having special educational needs have a moral entitlement as well as a legal one to a broad and balanced academic and social curriculum, which is accessible to them, and that all members of the school community should be fully included in all aspects of school life. All children and adults should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Harefield Junior School is committed to inclusion. Part of the school strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and learning needs. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. Particular attention is given to the provision for and the achievement of different groups of learners:

- Girls and boys
- minority ethnic and faith groups, asylum seekers and refugees
- learners who need support to learn English as an additional language
- learners with special educational needs
- learners who have FSM entitlement
- learners who are disabled
- those who are more able, gifted and talented
- those who are looked after
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

Principle

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or that may relate to factors in their home environment. We recognize that pupils learn at different rates and that there are many factors affecting achievement, including cognitive ability, emotional state, age and maturity. We are particularly aware of the needs of pupils, for whom the development of the English Language is a crucial factor in terms of articulating their knowledge and understanding. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognize that these may be long or short term.

At Harefield we aim to recognize these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. Identification

of a specific, explicit or additional learning need will result in the pupil receiving the support they require and advice and guidance being sought and implemented from other professional agencies as necessary. Inclusion principles are integrated in to all school policies. The development and monitoring of inclusion practice will be undertaken by the senior leadership, SENDCO and teachers.

Objectives:

- 1.To ensure the SEN and Disability legislation and relevant Codes of Practice and guidance are implemented effectively across the school.
- 2.To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational or specific needs.
- 3.To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- 4.To provide full access to the curriculum
- 5.To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND.
- 6.To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- 7.To enable children to make transitions well equipped with skills in literacy, mathematics, ICT and social independence to meet the demands of secondary school life and learning.
- 8.To involve parents/carers at every stage in plans to meet their child's additional needs.
- 9.To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEND provision

- 1.The SENDCO will meet with each class teacher regularly to discuss additional needs concerns and to review pupil targets and provision.
- 2.At other times, the SENDCO will be alerted to newly arising concerns through the pupil concern form.
- 3.The SENDCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.
- 4.Where necessary, reviews will be held more frequently than twice a year for some children or as learning needs arise /change.
- 5.Targets arising from action plan meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation / target group support/1:1 teacher support.
- 6.The SENDCO will monitor provision for pupils identified as having a specific or additional needs. The SENDCO, together with the Executive Head Teacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation/ work scrutiny/pupil parent conversations.
- 7.SEND support is delivered by class teachers through differentiated teaching /planning/ resources/ recommended methods and strategies from other professionals. Additional support is provided by the SENDCO, teacher and by trained teaching assistants throughout the school. The support timetable is reviewed each term by the SENDCO with the Executive Head Teacher in line with current pupil needs, educational initiatives, and the budget.
- 8.Support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Allocation of Resources to and amongst Pupils

Each term we allocate provision and resources to each year group and calculate the cost of the whole of our SEND provision. Each term pupil progress meetings are held where the needs and progress of individual children are discussed. Human resources and equipment are allocated to areas where they will optimize learning and progress for individual pupils.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily.

Pupils are identified as having a specific or additional need through:

- Progress measured against the learning objectives and curriculum descriptors for the end of the academic year /key stage.
- Progress measured against P level descriptors
- Standardization
- Moderation
- Observations of behavioral, emotional and social development.
- Assessments by specialist services, identifying specific needs
- An existing statement
- Transfer from another school /LA which has already identified additional needs.

Based on the schools observations and assessment data and following a discussion between the class teacher, SENDCO and parent, the child may be recorded as needing either:

- 1.Differentiated curriculum support within the class
- 2.Individual targets to support their learning and progress.
- 3.Additional support through teaching staff/equipment/ curriculum provision
- 4.Health Care Plan
- 5.Externally based assessment

Differentiated Curriculum Provision/Additional Support

In order to make progress a child may only require differentiation within the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. Assessments for learning techniques are used in all lessons to establish the next steps in learning for every pupil. Additional adult support (LSA/HLTA) will be used to support pupils with specific learning difficulties.

A child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention and whether further support is required.

A child with a specific medical diagnosis will have an individual Health Care Plan explaining their diagnosis and actions to be taken in the event of a medical emergency or need. The health care plan will be shared with all staff members and all actions will be agreed by parents/carers. All agreed actions will be based on medical advice and guidance. Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the School Action/School Action plus level will be made.

School SEND Support

Children who have additional needs within the class those requiring group intervention, 1:1 intervention in specific learning areas. Provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioral or social development

Children are assessed as having more severe or longer term needs that are likely to result in an application for further professional advice and sustained precision teaching.

School Action plus:

- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs
- Additional support is required for speech, language and communication difficulties.
- Additional support is required for specific literacy/mathematical difficulties such as dyslexia/dysgraphia.
- Where needs are similar, it is appropriate to support these children within a group, focussing on the common needs. However, there should be scope within the plan for each child to have an individual set of targets.

Both groups of children will have provision in a small group as well as individual support for their more specific needs. Provision will run concurrently with differentiated curriculum support.

Groups and individuals are taught by the class teacher with differentiated teaching and support from HLTA/TAs. The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCO. A child receiving support will have an Individual Education Plan where appropriate. This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Monitoring

Significant achievements and difficulties will be recorded. The SENDCO will look at the monitoring information on a half-termly basis and make adjustments to the provision for the child, if appropriate. Individual Education Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. The SENDCO will take the lead in the review process. Parents/carers and wherever possible, the pupil, will be invited to contribute and will be consulted about any further action. The model for these reviews will be as advocated through achievement for all.

As part of the review process, the SENDCO and school colleagues, in consultation with the parents/carer, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at another level.

Provision at this level includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialized assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

School Request for Education and Health Care Plan

For a child who is not making adequate progress, despite a period of support at School and in agreement with the parents/carers, the school may request the LA to make an assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

The school is required to submit evidence to the LA for a judgment about whether or not the pupil's need can continue to be met from the resources normally available to the school. This judgment will be made using their criteria. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education and Health Care Plan (EHCP)

A child who has an EHCP will continue to have arrangements as for support, and will have additional or specialized support and equipment that is provided for them by using the funds made available through the Statement. Parental input is sought about the ways that any additional funding may best support their child's specific needs. There will be an Annual Review, chaired by the SENDCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

The School's Arrangements for SEND and Inclusion In-Service Training

The SENDCO attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion. Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-Service training and individual professional development is arranged matched to these targets and through teacher appraisal targets. In-house additional needs and Inclusion training is provided through staff meetings by the SENDCO.

All staff access professional development opportunities and are able to apply for additional needs or inclusion training where a need is identified either at an individual pupil or whole class level. Support teachers are encouraged to extend their own professional development and the leadership team will ensure tailor-made training where this is appropriate.

Specialist teachers provide outreach guidance and advice to teachers and specialist training. Specialist teachers work directly with children where this is indicated on a EHCP. The SENDCO liaises with other agencies to ensure specialist guidance and actions are in place for individual pupils these include:

- 1.Social Services
- 2.Educational Psychiatrist
- 3.Education Welfare Service
- 3.School Nurse
- 4.Community Paediatrician
- 5.Speech Therapy
- 6.Physiotherapy
- 7.Occupational Therapy

Parents/carers are informed and must give their consent before any outside agency is involved.

Arrangements for Parent Partnerships

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved in the education planning and target setting processes An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate.

- At review meetings with parents the child's strengths as well as learning needs are discussed. Suggestions are given to parents about ways to support the child's learning and development at home. Targets are specific and achievable the outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEP's and reviews are made available to parents.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in the classroom where this is appropriate.
- Reading volunteers work with children during the school day.

- Curriculum workshops/training is offered for parents/carers to attend.
- Parents and carer sessions provide regular opportunities to discuss concerns and progress.

Parents/carers are able to make other appointments on request. Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Executive Head Teacher or, if this fails to resolve the issues, the governing body.

Links with Other Schools/Transfer arrangements.

Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENDCO will telephone to further discuss the child's needs. Children moving from the school to a new school have their academic details and educational need information transferred.

There are opportunities for the SENDCO and receiving teachers to discuss the child's needs. A transition programme is arranged with receiving High schools at the end of KS2 for all pupils with a EHCP and transitional pastoral support plans are used for pupils where necessary. Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations The school regularly consults health service professionals. Concerns brought to the attention of the SENDCO and Executive Head Teacher will be referred to the appropriate service Information sent from health organizations is posted on the parents notice board in the school entrance, leaflets and pamphlets are placed in the reception area.

The Needs of Pupils with Medical Conditions are met through:

- Liaison with specific health care specialists who have expertise with particular medical issues.
- Health Care plans are designed and agreed after medical consultation and with parental consent.
- All staff involved with the child's welfare are made aware of the Health care plan.

This includes

external providers and personnel off-site EMA:

- Specific ethnic groups and individual pupils are the focus for targeted support based on attainment in English language at entry point and half term progress analysis
- The support may take the form of 1:1 tuition / Attainment grouping/Withdrawal for additional support/In class TA support
- Parental classes in both academic subjects and creative initiatives are in place as part of the school's extended schools agenda.

Access to the Environment

The School is built on a single site with classes on two separate floors. The school is built on two levels with stairs from ground floor to first floor.

Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. There is a disabled toilet to be found on both the ground and first floor. The school good lighting and safety arrangements. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimized (part-carpeting, designated quiet areas). The school has designated disabled parking.

Access to Learning and the Curriculum

The school will ensure that all children have access to a balanced and creative curriculum, and that all programs of study are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to impairment or learning difficulty the learning activity will be adapted /molded to meet the needs of the individual.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid isolating the children they are supporting, and will encourage peer tutoring and collaborative learning.

Units of study, planning overviews and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Planning adaptations are made to ensure access for all pupils. Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording will also be planned for where this is appropriate. Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils. All children requiring information in formats other than print can have this provided. Materials are adapted so that children with literacy difficulties can access them. Alternatives to paper and pencil are available for recording where appropriate. A range of assessment procedures can be used within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission Arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity. Prior to starting at the school, parents/carers of children with an EHCP pending will be invited to discuss the necessary provision that can be made to meet their identified needs.

Incorporating Disability Issues into the Curriculum

The PSHCE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disability organizations on appropriate resources. Disabled adults are invited to work with the children. The library resources are reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and portrayals of disability as they become available. TAs had received training in Makaton sign language and Vocabulary development to support communication with pupils.

TA/SMSAS/Welfare staff all have training in asthma/allergy/epilepsy care.

There are Health Care Plans in place for pupils with on-going health concerns.

Terminology, Imagery and Disability Equality

The school is aware of the impact of language on children within the school. We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy. The school promotes positive images of disabled children and adults in displays, resources etc.

Listening to pupils identified with additional needs

The school encourages the inclusion of all children in the School Council and other consultation groups. Children are included in their target setting and encouraged and supported to take an active part in learning reviews. Pupil voice is encouraged and welcomed through consultation processes such as pupil questionnaires where pupils are given opportunities to elicit their feelings and opinions

The staff have training opportunities on issues relating to disability and how to make provision for all learners at least bi-annually.

Working with Disabled Parents/Carers

The school recognizes that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in areas which are accessible to all. When a child starts at the school we ask the parents/carers about their access needs and then explain how the school can meet the need.

Disability Equality and Trips or Out of School Activities

All trips are inclusive are planned in advance and use accessible places.e.g. we take all year six children who wish to attend on a residential trip and provide additional TA support for individual children as required. All children are welcome at our afterschool activities and clubs.

Evaluating the School SEND and Inclusion Policy

Every year analysis is undertaken in relation to SEND performance and national comparative data and there is a review of provision then school targets are set to

- Reduce the percentage of children with low attainment.
- Reduce the percentage of children making insufficient progress.
- Increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2.The SENDCO will provide information to the governing body as to the numbers of pupils receiving special educational provision through support as well as any pupils for whom a EHCP Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Executive Head Teacher will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes. The Annual Report to parents/carers will include the details of SEND provision and of the Access Plan, along with the information required by the Equality Plan. SEND / Inclusion/ is a standing agenda item at all meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.

The SENDCO will meet with the SEND Governor to discuss Inclusion and current SEND concerns. The SEND Governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually. Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.

The policy will be reviewed annually by the staff and Governing Body.