



POLICY FOR INCLUSION AND SEN

Introduction

Policy Ratified: July 2018

Policy Review Date: July 2019

Policy or Subject Co-ordinator and members of Senior Leadership Team:

Paul Pyzer ASC Provision Manager and Loretta Negri –Inclusion Manager

Contact Details: 0208 359 5430 and school website - [Broadfields School Website Homepage](#)

This policy is accessible to:

all staff (permanent, temporary, supply or otherwise)

advisers/inspectors

parents (on request)

Broadfields Primary School Governors.

All staff have access to a copy saved on the school website.

Broadfields Primary School POLICY FOR INCLUSION and SEND

This document includes:

- Annex 1 – Inclusion Policy
- Annex 2 – SEN Policy
- Annex 3 – SEN Pupil Admissions
- Annex 4 - Supporting Pupils with Bereavement
- Annex 5 - Supporting Pupils with Medical Conditions

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice January 2015 and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE Feb 2013 [Equality Act 2010](#)

SEND Code of Practice January 2015 (see link to School SEN Report below)

Related Policies and Documents

Please refer to the following documents available on the school website:

- The school Self Evaluation Form (SEF)
- The School SEN Report
- The Local Offer
- The SEN Code of Practice
- Equality Duty and Objectives
- The ASC Provision Handbook

These are available at [Broadfields School Website - ~SEN Page](#)

Annex 1: Inclusion Policy

General Statement

This school believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource which supports the learning of all. In this school, inclusion recognises a child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. The Code of Practice emphasises that all teachers are responsible for and accountable for the progress and development of all pupils in their class, including those with SEND where pupils access support from teaching assistants or specialist staff. Data is kept in accordance with the school General Data Protection Regulation (GDPR). Matters relating to confidentiality are included in the Staff Handbook – Information and Policies.

Broadfields Primary School POLICY FOR INCLUSION and SEND

Aims

- To help pupils develop their personalities, skills and abilities
- To provide appropriate teaching which makes learning challenging and enjoyable
- To provide equality of educational opportunity.

Objectives

- Ensure implementation of government and LEA inclusion recommendations.
- Ensure the school's inclusion policy is implemented consistently by all staff.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation, and provide appropriate support to meet a diversity of needs.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents and carers in supporting their child's education.
- Guide and support all school staff, governors and parents in inclusion issues.

Definition of Inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimizing of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language, disability and social background, and the maximizing of resources to reduce these barriers.

Working with Parents

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome and strongly encouraged to keep in regular contact with the school regarding their child's progress. A range of parent support systems, internal and external are in place.

Annex Two: SEND Policy

Values and Aims

- At Broadfields we are committed to promoting the highest possible levels of achievement to ensure that each individual pupil reaches their potential and to value all learners equally while developing their enthusiasm for learning. Raising the aspirations of and expectations for all pupils with SEND to focus on outcomes and not just provision. The Code of Practice emphasises that all teachers are responsible for and accountable for the progress and development of all pupils in their class, including those with SEND where pupils access support from teaching assistants or specialist staff.

The Governors and staff will ensure that:-

Broadfields Primary School POLICY FOR INCLUSION and SEND

- All pupils have equal access to a full curriculum.
- Appropriate provision is made for all pupils to learn and progress.
- Pupils show concern for others and value each person.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Coordinator (SENCo) who will work with the Inclusion and SEND Policy
- To provide support and advice for all staff working with special educational needs pupils through our SEND Report, Ordinarily Available in Schools and the Local Offer (see previous links)
- To provide support and advice for pupils to have a voice in their learning

We work to the SEND Code of Practice (Jan 2015) definition of SEND:-

A child 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 or mainstream post-16 institutions.

SEND is categorised into four broad areas –

- Communication and interaction
- Learning and cognition
- Social and emotional and mental health difficulties
- Sensory and or physical needs

We acknowledge that the following are **NOT SEND** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium Grant

Broadfields Primary School POLICY FOR INCLUSION and SEND

- Being a Looked After Child
- Being a child of a Serviceman/woman

We view children's behaviour as an underlying response to a need which we as a provider will endeavour to recognise, identify and support clearly using our knowledge and understanding of the child. See the Behaviour Policy. [Broadfields School Website - Healthy School Policies](#)

Basic Information

Other involved agencies	High Incident Support Team (HIST) Educational Psychologist – Chenelle Beckles School Nurse – Chirani Bulathsinhala Education Welfare Officer - Marcelina Silva School Counsellor – Enrique Sanchez Speech and Language Therapists: Locum, Rachel Cohen, Chloe Laitman, Sophie Spicer and Paul Wallis Occupational Therapist – Chantal Blumberg A range of other services are accessed as appropriate
SEN Governor	Jan Majkowski
Enquiries and Complaints	Should there be an enquiry or a complaint about the school's SEND provision, the parent or guardian should initially contact the class teacher. If an issue is not resolved, the parent or guardian should be referred to Loretta Negri for the main school and Paul Pyzer for the ASC Provision. Contact details can be found on the school SEN Report on the school website.

Supporting Children with SEND:

We provide for the children as described in the Local Offer document (see previous link) with regard to

- Assessment, Planning, Monitoring and Review,
- Teaching Environment and Grouping
- People and Resources

We use the National Literacy Strategy and the National Numeracy Strategy for all pupils using differentiated tasks as appropriate in quality first teaching.

We use a selection of the following intervention programmes depending on the needs of the pupils (this list is not exhaustive):

- Better Reading Partners
- 15 Minutes a Day Reading Programme
- Project X Reading Intervention
- Fischer Family Trust
- Early Talk Boost
- Speech and Language Toolkit

Broadfields Primary School POLICY FOR INCLUSION and SEND

- Additional Phonics
- Inference Training
- 1stClass@Numbers
- Numbers Count
- Success @ Arithmetic
- Beanstalk (Volunteer Reading Help)
- Tracks Literacy Programme
- Motor Skills Groups
- Life Skills Programmes
- Individual Specialist Support Teaching Programmes for Specific Learning Difficulties
- Social Skills
- Little Groups
- Play/Art Therapy
- Horse therapy
- The Grasvenor Project
- Grief Encounter
- Child and Adolescent Mental Health Services (CAMHs) tier 3

A Graduated Approach to SEND Support

Within this approach we use an assess – plan – do – review cycle within pupil progress meetings.

Where a child's progress is causing concern the class teacher gathers information in order to:

- identify child's educational needs against the National Curriculum level descriptors / p-levels where appropriate, or monitor emotional, behavioural or physical needs
- involve parents/guardians
- involve child in appraisal of own work
- plan, monitor and review any differentiation of work or activities necessary
- share information at pupil progress meeting
- complete an internal referral form for the Inclusion Manager

If this provision is not adequate then the class teacher, Year Head and Inclusion Manager will:

- reassess needs if appropriate through diagnostic assessment
- review the child's progress with the class teacher during a parent consultation
- place the child on one or two intervention programmes
- review progress twice a year at the pupil progress meeting
- make a referral as necessary

If this provision proves to be inadequate then the child may be identified as needing SEND Support. Children who are identified as requiring SEND Support will be identified on the SEND provision map. The range of SEND Support provided will depend on the needs of the child and will be in accordance with the Ordinarily Available document mentioned earlier. This may involve accessing the expertise of external professionals. We use SEND Support Plans (SSPs) as a planning document to describe outcomes reflecting priority needs and how progress is to be measured or reviewed.

Broadfields Primary School POLICY FOR INCLUSION and SEND

Special Educational Needs may not persist throughout a child's educational career. Children that make effective progress with SEND Support may be removed from the SEND register but continue to be monitored through Pupil Progress meetings.

Management of SSPs

SSPs are used for children with SEND support or EHC plans. The aim of SSPs is to provide an effective management tool to meet the needs of individual children.

Setting up SSPs

- Class Teachers will review targets and plan new targets in consultation with Inclusion Manager, parents and the child.
- SSPs will include a response from children and parents
- SSPs will be kept on Google Drive
- Copies of SSPs will be given to parents

Reviewing SSPs

- SSPs will be reviewed termly by the class teacher, Inclusion Manager, parents, child and other adults involved
- The level of school action required will be reviewed
- New outcomes and strategies will be developed
- A new SSP will be set up if needed
- Reviewed SSPs will be kept on Google Drive

Education and Health Care Plans (EHC Plan)

If progress is still unsatisfactory, the school and family may apply jointly for a formal assessment called an Education Health Care Plan (EHCP). A team of specialists and local authority representatives will advise school if a child's needs are meet the criteria for formal assessment.

The SEN Code says:

"A local authority should conduct Education and Health Care (EHC) needs assessments for children when it considers that the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to their early education provider or school."

This process may result in an Education and Health Care plan (EHC plan) – This means that the Local Education Authority agrees its responsibility for ensuring that the child's Special Educational Needs are met. EHC plans are subject to an annual review. A six- month EHC plan review will be held for all children in Foundation Stage, and may be used if necessary for any child in Key Stage 1 or 2.

The EHC Assessment Process

There is a 20 week process from request to an EHC plan being issued. Information about the process and documentation to be completed to apply for this assessment are available on the Barnet website (see link below). [Barnet Website - EHC Assessment Process](#)

Broadfields Primary School POLICY FOR INCLUSION and SEND

EHC Plan Annual Review Process

As soon as possible

Review the reports that you already have for the child/young person.

Request updated reports if necessary

Agree a date for the Transfer Review/Annual Review meeting with parents and other professionals

Consider how parents, children and young people can be supported to make their views known, and discuss with them as appropriate.

Week 1

Send the formal meeting invitation letter to the parents/young person and other professionals. Include copies of the reports that will be included in the Review

The formal meeting invitation letter MUST give at least 2 weeks' notice of the meeting

Week 3

Hold the meeting

Week 5

Report from the meeting is completed

Arrangements to Foster Partnership with Parents

We have the following in place:

- Parents/carers are asked for a preschool profile of their child
- An "open door" policy where parents may discuss concerns with staff with minimum delay
- Home-School Link Books to ensure a two way information exchange.
- Use of e-mail, telephone, text and Whatsapp messaging
- Dojo system
- Share Plus parents' group
- SEND parents' group
- Parents' group coffee meetings with guest speakers
- Access to SENDIASS (see SEND information report link)

If SEND provision is effective the school will be characterised by:

Pupils with SEND who show improvement in basic skills and access the wider curriculum and who make progress towards their targets because:

- Funding is used effectively for staff and resource development
- Staff operate a 'whole pupil, whole school' approach to the management and provision of support for SEND
- teachers identify and support pupils with SEND and additional needs
- staff work collaboratively to support students
- parents feel involved and know how they can support their child

Broadfields Primary School POLICY FOR INCLUSION and SEND

- Inclusion Manager coordinates the monitoring and review of the provision made, including exam access arrangements for children in Year 6 who meet the criteria
- The school provides support and advice for all staff working with SEND pupils including staff meetings, INSETs and external training courses
- Pupils with SEND are supported with transitions from class to class, across key stages and to other school placements

Teachers who:

- have high but realistic expectations of student progress
- contribute to the identification of pupils with SEND
- support students through good lesson planning
- communicate effectively with parents
- evaluate student progress
- are familiar with section 6 of the SEND Code of Practice 2015

Teaching Assistants who:

- are clear about their role
- work collaboratively with staff
- support students by using effective strategies

Parents who:

- feel involved in the process of meeting their child's SEND
- understand how they can help their child
- understand their child's individual targets
- support the school in their aims

Pupils who:

- know their targets
- are consulted about their views through pupil questionnaires, at IEP meetings and annual review meetings
- have listening systems that are easily accessible during the course of their school day

Governors who:

- understand their role in SEND
- ensure effective liaison with the Inclusion Manager and Headteacher

Annex Three: SEND Pupil Admissions

Admissions

1. We ensure that pupils with SEND are admitted on an equal basis with others in accordance

Broadfields Primary School POLICY FOR INCLUSION and SEND

with its admissions policy.

2. Where the local authority (“LA”) proposes to name Broadfields in a statement of SEND or Education and Health Care plan, it gives the school written notice that it so proposes. Within 15 days of receipt of the LA’s notice that it proposes to name Broadfields in a statement, we must consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child’s inclusion would be incompatible with the efficient education of other children, we have regard to the relevant guidance issued by the Secretary of State to maintained schools.
3. If we determine that admitting the child would be incompatible with the provision of efficient education, we will, within 15 days of receipt of the LA’s notice, notify the LA in writing that we do not agree that Broadfields should be named in the pupil’s EHCP. Such notice must set out all the facts and matters we rely upon in support of our contention that: (a) admitting the child would be incompatible with efficiently educating other children; and (b) we cannot take reasonable steps to secure this compatibility.
4. After service by Broadfields on the LA of any notice stating that it does not agree with the LA’s proposal that the school be named, we seek to establish from the LA, as soon as is reasonably practicable, whether or not the LA agrees. If the LA notifies us that it does not agree with our response, and names Broadfields in the child’s statement, we admit the child to the school on the date specified in the statement or on the date specified by the LA.
5. Where we consider that Broadfields should not have been named in a child’s EHCP, we may ask the Secretary of State to determine that the LA has acted unreasonably in naming the Academy and to make an order directing the LA to reconsider.
6. The Secretary of State’s determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the First-tier Tribunal (Special Educational Needs and Disability), be final.
7. If a parent or guardian of a child in respect of whom a statement is maintained by the local authority appeals to the First-tier Tribunal (Special Educational Needs and Disability) either against the naming of Broadfields in the child’s SEND statement or asking the Tribunal to name Broadfields, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 9 above, be substituted for the Secretary of State’s decision.
8. Where Broadfields, the Secretary of State or the First-tier Tribunal (Special Educational Needs and Disability) have determined that it should be named, we shall admit the child to the school.

Annex Four: Supporting Pupils With Bereavement

Rationale and Aims

This policy aims to outline the basic principles and procedures that underpin our approach to supporting members of the school community with bereavement.

We recognise that every bereavement is unique and that any guidelines we have will need to take account of individual circumstance and the wishes of those most closely involved.

We aim to have designated staff trained to understand bereavement and to support families at times of need.

It is important that children are helped to understand bereavement in clear and unambiguous ways and given opportunities to experience the full range of emotions that may accompany bereavement in a safe and supportive atmosphere.

Procedure

As a rule of thumb the procedure to follow can be summarised into three F's (facts, feelings and future); communicate the facts, allow people to express their feelings and plan for the future.

It will be necessary to establish the facts relating to the nature of an illness, incident or cause of death. Meetings with families will be conducted in a private space and unhurried manner. Information will need to be shared with other members of staff and sometimes with pupils. What and how we discuss the facts with others will be agreed with the family in advance. We will respect confidentiality and share information sensitively where it is in the interests of the bereaved and the school community.

In the case of a terminal illness the school will liaise with the family to agree a member of staff who will be the main point of contact throughout the illness. This member of staff will support the family regarding procedures to assist them during the illness and will help keep the pupil informed during any prolonged periods of absence. This member of staff will support the pupil during their time in school and be available to the family before, during and after the death. The Head Teacher or Inclusion Manager will coordinate attendance at the funeral and any memorials the family may wish to facilitate. Staff involved in the bereavement process will be offered support as and when required from educational psychology services.

When communicating the facts of the illness, incident or bereavement to others it is important to stick to the facts; the extent to which the circumstances should be shared with staff, pupils and other parents.

To help pupils understand bereavement we will typically aim to inform groups of children of the death of a child, parent or staff member in small groups, and will endeavour to answer factually and using unambiguous language to help all children understand what has happened. We will seek to involve the

Broadfields Primary School POLICY FOR INCLUSION and SEND

bereaved family in the decisions and will discuss the content of any letter sent to parents explaining the situation.

Information which is shared with staff will be treated as confidential and not shared outside of school or via any social network. For incidents which attract media attention, staff will be informed to refer any enquiries to the Head Teacher.

In the event of the pupil being bereaved of a loved one or close friend we will discuss what the pupil has already been told in order to provide clarity and consistency for the pupils. Where there are religious considerations we will also seek the views of the family and endeavour to respect those beliefs.

Where there are religious considerations we will seek the views of the family and endeavour to respect those beliefs. We will allocate a member of staff to whom the pupil relates well to be a mentor in school and to encourage the pupil to feel free to express themselves when and how they choose, by providing time-out space and a range of activities and channels through which the pupil may express their feelings if they wish. The mentor in turn may require support and this will be offered by the Learning Mentor, the Inclusion Manager or the Head Teacher. In some cases, children, parents or staff may require further specialised support. This can be facilitated through an external referral to a bereavement support service such as Grief Encounter or Child and Adolescent Mental Health Services (CAMHS).

Subject to the wishes of the family, in the event where a pupil or staff member has died, the school may be closed if necessary in order to allow staff and pupils to attend the funeral.

Where a member of the school community has died, the school will endeavour to provide additional space and time for those staff or pupils most likely to be particularly affected. Staff will be expected to be particularly vigilant regarding the emotional wellbeing of pupils close to the deceased.

We will endeavour to include the child in commemorative days such as Mother's/ Father's Day, by sensitively providing time for reflection and remembrance where appropriate.

Annex Five: Supporting Pupils With Medical Conditions

We adhere to 6.11 of the Code of Practice which says:

"The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will

Broadfields Primary School POLICY FOR INCLUSION and SEND

normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a coordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions' (see the References section under Introduction for a link)."

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEND) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Arrangements in school:

Some children may require a Health Care Plan which is monitored and reviewed by the School Welfare Officer and the School Nurse. Copies of Health Care Plans are kept in the Medical Room.

Where children need medication to be given in school, it must be medication that has been prescribed for that individual and within date.

Welfare Officer responsible for medical needs: Chris Hendry

The following staff have first aid qualifications, details of which are kept in the Medical Room.

Chris Hendry, Gemma Rush, Natalie Impey, Carly Grinyer, Alison Spaul, Maureen Knowles, Jenna Thomson, Linda Buffery, Tracey Meadham, Kelly Bartholomew, Rica Josephs, Sharon Howes, Shital Shah, Lisa Ryan, Annette Marshall, Prayeshi Parmar, Mary Seselu Levi Tucker, Sumaya Nakawuma, Quinnan Abosi, Shyamala Sivaraman, Channie Abeykoon, Ray Germaine, Charolte Nesling, Barbara Dicketts, Mary McLernon. Francesca Read