



Highbury Primary School

‘Valued as Individuals, Inspired and Nurtured as Learners’

Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

Governors’ Inclusion and Special Educational Needs and Disability Policy

Highbury Primary and Nursery School’s mission is:

- To be an inclusive, safe and caring community where each member is equally valued and nurtured to develop their potential.
- To achieve academic excellence by ensuring each pupil performs to the best of their ability.
- To work together as a team with parents and carers within the community to promote respect responsibility for the benefit of all.

Ashley Howard, Headteacher

Lucy Chaplen, Inclusion Leader (member of SLT and SENCO)

Incorporating Special Educational Needs Information

in compliance with Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65) and the Special Educational Needs and Disability Code of Practice (2015)

Inclusive education is where all children and young people are participating fully, are achieving all they can, are happy and have positive attitudes.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEND Code of Practice (which takes account of the SEND provisions of the SEN and Disability Act 2001) September 2015
- Ofsted Section 5 Education Inspection Framework May 2019.
- The Equality Act 2010
- Ofsted SEN Review 2010 “A Statement is not enough”.
- The Children and Family Act 2014

SECTION 1

1. Basic Information

- This policy is in keeping with the school's aims, its teaching and learning policy and its policy of equal opportunity.
- The Governing Body and staff of the school ensure that all pupils enjoy a broad and balanced education, which meets individual needs. We aim to help children to become willing self-motivated learners, able to develop within a caring and stimulating environment, which caters for individual differences.
- Our school caters for the full ability range and the presence or absence of a Special Educational Need or disability is not a factor in the selection of pupils.

2. Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. Vulnerable learners are learners with a variety of barriers to learning which will include children with Special Educational Needs and Disabilities (SEND), Children with English as an Additional language (EAL) and Looked After Children (LAC).
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities and resources are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. In such cases we will endeavour to take quick actions to ensure that appropriate interventions are put in place to help these pupils catch up.
 - Children identified as having special educational needs **may** also have lower-attainment. It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

3. School Arrangement

3.1 Definition and Aims

Definition of Special Educational Needs (*Section 312 Education Act 1996*)

Pupils have educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Pupils have learning difficulties if they:

- a) have significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability, which prevents or hinders them from making use of the educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority.
- c) are under compulsory school age and fall within the definition at a) or b) above or would so do if special education provision were not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice at Highbury Primary and Nursery are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion leader.

See the table of the roles and responsibilities at Highbury Primary School.

Roles and Responsibilities

At Highbury Primary School and nursery, all staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. All staff will foster good relationships with SEND pupils and display an understanding and empathy for their particular needs at all times.

Role	Responsibility
Headteacher	<ul style="list-style-type: none"> • The headteacher is the Designated Teacher for Looked After Children. They have responsibility for the inclusion of children who are adopted or in local authority care. • The head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn • The head teacher and the governing body will delegate the day to day implementation of this policy to the Inclusion leader/Ethnic Minority Achievement Co-ordinator • The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's and nursery's provision in this regard through: <ul style="list-style-type: none"> • analysis of the whole-school pupil progress tracking system • maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the SLT and Inclusion leader) • pupil progress meetings with individual teachers • Meetings with the Inclusion leader/EMA Co-ordinator • discussions and consultations with pupils and parents
Inclusion Leader/ Special Educational Needs Coordinator (SENCO)	<p>In line with the recommendations in the SEND Code of Practice 2015, the Inclusion leader will oversee the day- to-day operation of this policy in the following ways:</p> <ul style="list-style-type: none"> ▪ Maintenance and analysis of whole-school provision map for vulnerable learners ▪ Identifying on this provision map a staged list of pupils with special educational needs and disabilities – those in receipt of additional SEN support from the schools devolved budget and those in receipt of High Needs funding through an Education Health and Care plans ▪ Setting up and termly reviews of the SEN Support Plans ▪ Co-ordinating provision for children with special educational needs ▪ Liaising with and advising teachers ▪ Managing other classroom staff involved in supporting vulnerable learners ▪ Overseeing the records on all children with Special Educational Needs ▪ Contributing to the in-service training of staff ▪ Implementing a programme of the Person Centred Annual Review for all pupils with an Education Health and Care Plan. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review ▪ Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support ▪ Overseeing the smooth running of transition arrangements and transfer of information for pupils on the vulnerable learners' provision map ▪ Monitoring the school's system for ensuring that Pupil passports, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils ▪ Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs) ▪ Meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map

	<p>(school leaders will guarantee planning and preparation time for teachers and Inclusion Leader to ensure that these meetings occur).</p> <ul style="list-style-type: none"> ▪ Report regularly to the headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy. ▪ Liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers ▪ Attending area SENCO network cluster meetings and training as appropriate. ▪ Liaising with the school's and nursery's Inclusion/SEN Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and disabilities (nationally, locally and within school) ▪ Liaising closely with a range of outside agencies to support vulnerable learners.
<p>Ethnic Minority Achievement Coordinator</p>	<p>At Highbury Primary School, the Inclusion leader is also the EMA co-ordinator. The EMA co-coordinator will oversee the day-to-day operation of this policy in the following ways:</p> <ul style="list-style-type: none"> ▪ Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map ▪ In collaboration with SLT, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds ▪ Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background ▪ Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice ▪ Overseeing the initial and on-going assessment records on all children with EAL ▪ Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress. ▪ In collaboration with the SLT, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds. ▪ In collaboration with the SLT, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL. ▪ Contributing to the in-service training of staff ▪ Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum ▪ Advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information ▪ Attending EMA Co-ordinator network meetings and training as appropriate. ▪ Liaising with the school's and nursery's Inclusion/SEN Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities. <p>Liaising closely with a range of outside agencies to ethnic & linguistic minority learners</p>
<p>Class teacher and nursery practitioner (Room Leader)</p>	<ul style="list-style-type: none"> • Liaising with the Inclusion leader/EMA co-ordinator to agree: <ul style="list-style-type: none"> • Which pupils in the class are vulnerable learners • Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs. • Identifying which pupils may have a SEN Support Plan • Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's/nursery's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a pupil passport to address a special educational need (this would include pupils with EHC Plans)

	<ul style="list-style-type: none"> ▪ Securing good provision and good outcomes for all groups of vulnerable learners by: <ul style="list-style-type: none"> • Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge • Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets. • Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
TAs and Pastoral staff	To plan, evaluate and provide targeted support for SEND pupils in response to their identified needs. To liaise with the SENco and Class Teachers. To support the Class Teacher in the delivery of 'additional to and different from' provision to SEND pupils.
Governors	The Inclusion Governor monitors the SEND policy and provision through visits and receiving papers/data. They are informed and trained in matters relating to inclusion They ensure that inclusion is an integral part of the school improvement (Journey to Excellence).

In agreeing our staged arrangements, the school has taken into account the following statement:

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”

SEN Code Of Practice (2014: Para 1.24)

SECTION 2

IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND).

1 Early Identification

- The importance of early identification, assessment and provision of any child who may have SEND cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be and the more readily intervention can be made without undue disruption to the organisation of the school. Assessment should not be regarded as a single event but rather as a continuing process.

Children’s needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, “A Language in Common” assessment, reading ages, other whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- Following up parental concerns and take account of any information that parents provide about their child.
- Tracking individual children’s progress over time,
- Liaison with feeder nurseries on transfer
- Information from previous schools
- Information from other services

- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding (EHCP-education health care plan). This provision map is updated termly through meetings between the teachers and the Inclusion leader.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.
- Wherever possible we seek to find the child's strengths and to use these as a basis for planning. The views of the child are also sought and are taken into account.

2 Early Year Provision

- We monitor our children's progress throughout the Foundation Stage.
- We encourage parents to contribute their knowledge and understanding of their child and to raise any concerns they may have about their child's needs and the provision that is being made for them.
- Ongoing difficulties may indicate the need for a level of help above that which is normally available for children in that class.
- In identifying a child as needing SEN support, the Nursery or Reception teacher should establish a clear analysis of the pupil's needs. This should draw on:
 - ✓ teacher's assessment and experience of the pupil, information from pupil progress, attainment, and behaviour.
 - ✓ individual's development in comparison to their peers, the views and experience of parents,
 - ✓ the child's own views (as appropriate)
 - ✓ and, if relevant, advice from external support services.
- Once the teacher has identified that a child has a special education need or disability (SEND) she will devise interventions that are additional to, or different from those provided as part of the class's usual curriculum and strategies.
- If the teacher, in consultation with parents, decides that a child may need further support to help them progress, she should seek the help of the SENCO.
- Strategies employed to enable the child to progress will be recorded.
- Some children will be identified as needing the involvement of external support services who can help with advice on new targets, provide more specialist assessments, give advice on strategies and materials, and in some cases provide support for particular activities.

Summary of our Graduated Approach		
Approach	Response to special educational need	Possible actions
Identification	The class teacher identifies a child's SEND based on a child making inadequate progress despite differentiation of learning opportunities and in response to parental concern. The class teacher informs the SENCO and the pupil is placed on the SEND register.	Further assessment of specific areas of weakness

Summary of our Graduated Approach		
Approach	Response to special educational need	Possible actions
School SEN Support	The school informs parents that their child is considered as having SEND. SENCO and colleagues gather information about the child, including information from parents. SENCO ensures that targets are drawn up by the class teacher and a suitable programme of intervention is delivered. The SENCO may bring in outside specialists to advise on further changes that could be made within the school to meet the child's needs. Further support is delivered by Teaching Assistants and Class teachers.	Provision of different learning materials or equipment Extra adult support Staff development and training to support specific area Use of specific resources including ICT
Statutory Assessment	The school, parents or outside specialists can recommend statutory assessment. The SENCO prepares documentation for consideration. LEA considers the need for statutory assessment and, if appropriate, makes a multi-disciplinary assessment.	Prepare papers
Making an Education, Health & Care Plan (EHCP)	LEA considers the need of an EHCP and, if appropriate, makes a plan and arranges, monitors and reviews provision. The School arranges appropriate staffing to meet the pupil's needs.	Seek, induct and train staff

SECTION 3

1 Statutory Assessment Of SEND

- In some cases, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available in our school. The LEA will need to make a statutory assessment of SEND and then consider whether or not to issue an Education, Health & Care Plan.
- **Statutory Assessment involves:**
 1. Consideration by the LEA, in co-operation with parents, our school and as appropriate, other agencies, to ascertain as to whether a statutory assessment of the child's SEND is necessary.
 2. Conducting the assessment, in close collaboration with parents, school and other agencies.
 3. Submitting the evidence to an independent panel to confirm/not confirm that the child is entitled to an Education, Health & Care Plan.

2 Education, Health & Care Plans

- Once all the advice requested for the statutory assessment has been received, the LEA must decide whether to draw up an EHCP.
- The LEA will make this decision when it considers that the special educational provision necessary to meet the child's needs cannot reasonably be provided within the resources normally available in our school.
- The LEA may also wish to consider the following:
 1. Are there aspects of the child's learning difficulties which our school may have overlooked and which, with the benefit of advice, equipment, or other provision, our school could effectively address through School SEN Support?
 2. Are there approaches which, with the benefit of advice, equipment or other provision, our school could effectively adopt within its own resources through School SEN Support?
- As soon as an EHCP is in place it will be reviewed annually. All relevant professionals are invited to attend alongside parents/carers and staff.
- The child continues to receive support through smart targets, which includes targets specified in the EHCP. Only a very small percentage of children with SEND need an EHCP in order to get the right support and provision. It brings your child's education, health and social care needs into a single legal document and it will describe what outcomes everyone wants for your child, what support is needed to achieve these, who will provide the support and when it will be provided.
- An EHCP can cover the age range from birth up to the time of leaving education (up to age 25 if necessary).
- EHCPs are reviewed annually, using a person-centred process.

3 Provision Management - Curriculum Access and Provision for vulnerable learners

Highbury Primary school and nursery recognise all its pupils as equal individuals and are committed to developing an inclusive and supportive learning environment that removes barriers to learning and in which all learners achieve their full potential.

Within school we have a range of support networks. These include:

- Pastoral Support: to enable pupils to discuss views and concerns in a non-judgmental environment and receive support to manage social, emotional and mental health difficulties
- A Pupil and Family Pastoral Worker: to support pupils and parents / carers in and out of school
- A Pastoral Team
- Friendships / Behaviour / Social and Emotional groups
- Emotional Literacy Support Assistants
- Multi Agency Behaviour Support Workers
- Nurture group -NEST

'Provision management is a strategic management approach which provides an 'at a glance' way of showing all the provision that a school makes which is additional to and different from the school's differentiated curriculum offer.

Highbury has a provision management system which meets the needs of the whole school, including all pupils with special educational needs/disability. It is both a means of tracking provision for pupils with needs which are additional to and different from and a tool to describe good inclusive practice.

An effective provision map will give a clear link between provision and pupil progress. Our provision map includes all pupils and also identifies the different categories of pupils (e.g. pupils

on the SEND register, pupils with English as an additional language, pupils from service families, looked after pupils, vulnerable pupils as well as all other pupils at risk of under achievement), and their attainment and progress they make.

All provision relating to English and Mathematics which is offered in school is included within the wave model of intervention.

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching
- Applying Wave 1 / 2 / 3 interventions as appropriate
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- Individual class support / individual withdrawal
- Bilingual support/access to materials in translation
- Homework/learning support club
- Pastoral Support

<p>Wave 1 Quality first teaching through differentiation and where appropriate, the use of small group interventions (universal level)</p> <p>Effective inclusion of all children in quality first learning and teaching.</p> <p>All vulnerable learners to be included on a whole-school provision map.</p>	<ul style="list-style-type: none"> • Wave 1 or 'Quality First Teaching' is the effective inclusion of all pupils in high-quality everyday personalised teaching. • All learners will have access to quality first teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour. • Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will usually be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN. • All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to: <ul style="list-style-type: none"> ○ Plan strategically to meet pupils' identified needs and track their provision. ○ Audit how well provision matches need ○ Recognise gaps in provision ○ Highlight repetitive or ineffective use of resources ○ Cost provision effectively ○ Demonstrate accountability for financial efficiency ○ Demonstrate to all staff how support is deployed ○ Inform parents, LEA, external agencies and Ofsted about resource deployment ○ Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.
<p>Wave 2: Small group support for those pupils who</p>	<ul style="list-style-type: none"> • Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated

<p>are achieving below age expected levels (targeted level Support: Additional SEN Support)</p> <p>At Wave 2, small group interventions are aimed at pupils who can be expected to 'catch up' with their peers as a result of the intervention. Wave 2 interventions are not primarily Special Educational Needs interventions. However, some pupils receiving Wave 2 intervention may be at School SEN Support level as a result of difficulties for which they are receiving other forms of support.</p>	<p>curriculum offer for all pupils in the school ie: they have a special educational need as defined by the SEND Code of Practice 2015.</p> <ul style="list-style-type: none"> • Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the SEND register of pupils being offered additional SEN support (but will be on the school's provision map). • In keeping with all vulnerable learners, intervention for pupils on the SEND register will be identified and tracked using the whole-school provision map. These may include pupil passports and/or Individual Behaviour Plans. • It may be decided that a very small number of the pupils on the SEN list will require additional High Needs funding (EHCP- education health care plan) from the Local Authority. This will initially commence with an 'SEN Support Plan' being put in place and will then be reviewed termly with parents/carers in order to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer. • Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan. • Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term pupil passport is required. • For those pupils on an SEN Support Plan pupils will automatically have outcomes to address which will be reviewed termly. <ul style="list-style-type: none"> ▪ Our approach to support Pupils who are in receipt of SEN support is to coproduce a pupil passport which will be reviewed every 4 weeks to ensure the children make progress. <ul style="list-style-type: none"> ○ Pupil passports are seen as working document which can be constantly refined and amended. ○ Pupil passports will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”. ○ Our Pupil passports will be based on informed assessment and will include the input of outside agencies where necessary. ○ Our Pupil passports have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly. ○ Our Pupil passports will be time-limited and will be reviewed every 4 weeks by class teachers in consultation with the Inclusions leader ○ Our Pupil passports will have a maximum of three SMART targets set for or by the pupil. ○ Our Pupil passports will specify how often the target(s) will be covered ○ Our Pupil passports will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period. ○ Targets for a pupil passport may be arrived at through: <ul style="list-style-type: none"> ▪ Discussion between teacher and Inclusion leader ▪ Discussion, wherever possible, with parents/carers and pupil <p>Discussion with another professional</p>
--	--

<p>Wave 3: Focussed, individualised programmes for pupils working well below age expectation (specialist level) Specialist Intervention: Education Health and Care Plan</p>	<p>At Wave 3, individual specific targeted support for pupils identified as requiring support that is additional to and different from the differentiated curriculum e.g. 1:1 speech therapy support, individual learning programme. Pupils receiving Wave 3 support may be placed at School SEN Support. The provision map identifies resources that are available for pupils at Waves 2 and 3.</p> <ul style="list-style-type: none"> • Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN register (above) and, in addition to this, will have an Annual Review of their statement/plan. • Our school will comply with all local arrangements and procedures when applying for <ul style="list-style-type: none"> ○ An Education Health and Care Plan ○ Transport and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage. • Our review procedures fully comply with those recommended in the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.
---	--

4 Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through

- Daily monitoring and assessment
- Half termly Pupil Progress meetings with Head teacher / Deputy Head teacher / class teachers and year leaders
- Half termly evaluation of the effectiveness of interventions on the provision map At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
- Half termly reviews, followed by at least termly reviews with Parents / Carers of those pupils on SEN Support Plans when the Class Teacher can discuss in detail the nature of the child's needs and the provision being made to meet those needs.
- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (January 2015)

In the reviews we will consider:

1. The progress made by the pupil.
2. The parent's views – parents will have the opportunity to discuss the targets at Parents Evenings (or any other convenient time) with the Class Teacher and/or a member of the Senior Leadership Team.
3. The principles of pupil participation – the views of the SEND child will be given due weight according to the age, maturity and capability of the child.
4. The effectiveness of the current targets.
5. Any updated information and advice.
6. Future action including changes to targets and strategies, addressing particular identified issues and whether there is a need for more information or advice and how to access it.

If at any stage of SEND support the child makes significant progress they may revert to the previous support level. If a child is no longer considered to have special educational needs, support can cease and the child is taken off the SEND register.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the Inclusion leader, EMA co-ordinator, senior leaders and outside professionals such as governors and Academy Improvement Partner (AIP).
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning and lesson resourcing (PowerPoints)
- teacher interviews with the Inclusion leader/EMA co-ordinator
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring Pupil passports and Pupil passport targets, evaluating the impact of Pupil passports on pupils' progress.
- attendance records and liaison with Education Entitlement Service.
- regular meetings about pupils' progress between the Inclusion Leader/EMA co-ordinator and the head teacher
- SEND review
- head teacher's report to governors
- SEND governor visits alongside Inclusion Leader.

SECTION 4

1 Staff Development And Partnership

- As an inclusive school and nursery, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- In accordance with Section 6 of the SEN Code of Practice 2015 a designated teacher is responsible for co-ordinating SEN provision. At Highbury Primary School and nursery, this is the Inclusion leader.
- The Inclusion leader/EMA Coordinator and Designated Teacher for a Looked After Child (LAC) will regularly attend local network meetings and / or Cluster groups
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the head teacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).
- Highbury Primary will be commissioning the Multi Agency Behaviour Support Service for 5hrs half termly from a lead teacher adviser.
- Highbury Primary will be commissioning an Educational Psychologist for 5 days over the next academic year.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (EG: educational visits, extra-curricular activities), including those where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. This is also regularly monitored by Subject leaders and /or senior leaders. During observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.
- Many members of our staff have had experience of dealing with children with varying SEND during their years of teaching. We work as a team when it comes to tackling problems concerning specific children and meet regularly to plan and review the needs of identified children. Most of our Teaching Assistants have considerable experience of working with children with SEND and are frequently involved in our planning sessions.
- INSET takes several forms in providing for SEND:
 1. Whole staff INSET days
 2. SENCO, senior teachers, class teachers and TAs attend courses regularly and feed back to the rest of staff.
 3. Staff, as part of their professional continuing professional learning, also identify their SEND needs and this is catered for both in-house and through courses and lectures as part of the school's training provision.

2 Partnership With Parents

It is the policy of our school to welcome parental involvement in the development of all our children. The school and nursery aims to work in partnership with parents and carers by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Supporting parents through involvement with our Learning Mentor/Pupil and Family Support Worker / Pastoral Team and Inclusion Leader.
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Making parents and carers aware of the Portsmouth Information, Advice and Support Service (IASS) available as part of the Local Offer.

- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- Offering multiple channels of communication.

3 Links With Other Schools, services and Transfer Arrangements

Highbury is part the local SEND cluster group of schools and has links with its feeder schools. Children preparing for transition will have extra opportunities for visits with their parents and as part of a small group. Liaison between the SENCOs of each school will take place to give a rounded view of the child and records are transferred.

- Our school and nursery will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with a wide range of outside agencies including:
 - Multi-agency Safeguarding Hub (MASH)
 - Children and Adolescent Mental Health Service (CAMHS)
 - Educational Psychology Service (EP)
 - Solent NHS Trust
 - Speech and Language Therapists (SALT)
 - Multi-Agency Behaviour Support Service (MABSS)
 - Portsmouth Inclusion Team
- In accordance with the SEND Code of practice 2015, we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with SEN Support Plans and Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.
- Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (EG: Autism, Visual impairment etc).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the Inclusion Leader or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified.
- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with an Education Health and Care Plan. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at transfer plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and support from our Pastoral Team. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the Inclusion Leader will liaise

SEN INFORMATION REPORT

The contact details of all support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 can be seen on the Portsmouth Local Offer website at:

www.portsmouthlocaloffer.org

For further information, please see the school website under the **SEND** section on our school website.

Self-evaluation and monitoring arrangements

We are committed to ongoing self-review of our inclusive practice using arrangements that have been devised by the Portsmouth Local Authority and the nationally recognised SEND review process. We have a formal self-review that takes place every October and will be led by the Inclusion leader. This process supports our self-evaluation submission to the Office for Standards in Education (Ofsted).

Complaints

Any complaints relating to the Inclusion Policy will be dealt with under the school's normal complaints procedure.

Approved by the Governing Body:

.....
Approved: February 2020

Review: February 2021