



Highbury Primary School

'Valued as Individuals, Inspired and Nurtured as Learners'
Respect, Resilience, Confidence, Kindness, Inclusive, Aspiration

Governors' Inclusion and Special Educational Needs 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 and 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 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:

Governors SEND Policy

Page 2

- 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 will foster good relationships with SEND pupils and display an understanding and empathy for their particular needs.

Role	Responsibility
Headteacher	<ul style="list-style-type: none"> • 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 • regular 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, those in receipt of High Needs funding and those with Education Health and Care plans ▪ Setting up and facilitating 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 new Person Centred Annual Review for all pupils with a statement of special educational need. 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 (school leaders will guarantee planning and preparation time for teachers and Inclusion Manager to ensure that these meetings occur). ▪ 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.

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| | <ul style="list-style-type: none">▪ 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. |
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<p>Ethnic Minority Achievement Coordinator</p>	<p>At Highbury Primary School, the Inclusion leader is also the EMA co-ordinator. The EMA co-ordinator 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 ▪ Managing other classroom staff involved in supporting ethnic/linguistic minorities including Bilingual Assistants from the Ethnic Minority Achievement Service ▪ 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. ▪ Liaising closely with a range of outside agencies to ethnic & linguistic minority learners
<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 statements/EHC Plans) ▪ 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 regular 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).

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.
- To help identify children who may have such a need, we measure children's progress by referring to:
 1. Their performance monitored by the teacher as part of on-going observation and assessment.
 2. The outcomes from baseline assessments results.
 3. Their progress against the objectives specified in the National Curriculum.
 4. Their attainment against the performance descriptors within the National Curriculum at the end of a key stage.
 5. Standardised screening and assessments.
 6. LEA/Academy/National Guidelines.
 7. Physical and /or medical needs
- We are also open and responsive to expressions of concern by parents, and take account of any information that parents provide about their child.
- We do not equate lack of competence in English with learning difficulties but when children who have English as an additional language make only slow progress, we do not necessarily assume that their language status is the only reason; they may have specific learning difficulties.
- 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.
- Whole school screening processes – reading test / dyslexia test / BPVS test / spelling test / Diagnostic Maths Test

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 specialists 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 of their initial concern and after review of provision and progress, the pupil may be placed on the SEND register.	Further assessment of specific areas of weakness
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

'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 literacy and numeracy which is offered in school is included within the wave model of intervention, which starts from the premise that Wave 1 is the effective inclusion of all children in quality first learning and teaching.

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.

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.

4 Reviewing Targets

- Our targets are continually 'kept under review', being discussed informally and formally.
- They are formally reviewed every term and two of the reviews each year coincide with a routine Parents Evening, when the Class Teacher can discuss in detail the nature of the child's needs and the provision being made to meet those needs.

In reviewing targets 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.

SECTION 4

1 Staff Development And Partnership

- 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.
- Whilst parents have access to their child's teacher before and after school on an informal basis, if a lengthy discussion is needed they will be asked to make an appointment.
- Parental help is a feature in all classrooms but it is not our policy to use volunteer parents to help in the implementation of programmes for children with special needs.
- When we are supporting children with SEND we aim to encourage their parents to play an active and informed role in their child's education. We realise that parents hold key information and have a critical role to play in their child's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
- The Governing Body must ensure that when a child begins receiving provision for his or her special needs, his or her parents are informed. This duty may be delegated to the Headteacher.

3 Links With Other Schools And Transfer Arrangements

Highbury is a proud member of the University of Chichester, Multi Academy Trust. It is also a part of 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.

Approved by the Governing Body:	Robert Griffin
Approved:	May 2021
Review:	May 2022