

## **Inclusion/SEND**

Our school is an inclusive school and we are committed to meeting the needs of those pupils with SEND as far as is practicable. Inclusion is the process of taking necessary steps to ensure that every child is given equality of opportunity to develop socially, to learn and to enjoy community life. We are committed to providing an environment that enables full curriculum access; and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive steps with regard to disability and to developing a culture of inclusion, support and awareness within the school. We pay due regard to the SEN Code of Practice 2015 and the Disability Discrimination Act 2001. We are committed to making reasonable adjustments to the physical and learning environment to ensure that we meet the principles enshrined in the Disability Discrimination Act so that students can access and benefit fully from the curriculum in its widest sense.

### **Our Current OFSTED rating**

Our school has an overall rating of 'Good'.

*Disabled pupils and those with special educational needs make at least good progress because of the expert, well-planned and well-delivered support they receive. Provision is checked closely so that it corresponds to their needs and adapted swiftly where necessary. (Ofsted Oct. 2013)*

### **Identifying Special Educational Needs**

Southbury prides itself with early identification of children with SEN and we have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents.

Information leading to the identification of children's SEND may come from a number of sources. These include:

- Pre-school - liaison with pre-schools or nurseries, pre-school support from external agencies, information provided by parents and pre-school transition meetings
- In school - observations of pupils, levels of attainment, teacher assessments, Foundation Stage Profiles, reports from external agencies, reports from previous schools, termly pupil progress meetings, standardised screening and assessment tools

Staff and parents can raise concerns about a child with Ms Whincup who is an Assistant Head and the school's Inclusion Manager, at any time. Based on the school's observations, tracking of assessment data, progress after interventions and a discussion between the class teacher and the Inclusion Manager it will be decided what type of support will be required to support the child. This may include:

- Quality first teaching strategies and resources for support in class
- Differentiated curriculum and support strategies for SEND in class
- Access to additional interventions for SEND

There are several assessment tools the Inclusion Team can use to find the area of need in a child. If more complex assessment is needed the Assistant Head Inclusion may draw on those with specialist expertise, outside agencies such as the Child Development Team or the Educational Psychologist.

Any parent/carer who is concerned about a child, should talk to the class teacher about their concerns. The teacher will then pass it onto the Inclusion Manager as appropriate. Class teachers are available at the end of each day to discuss concerns. A meeting with the Inclusion Manager can be arranged via the class teacher or by telephone at any time.

## Supporting children with SEND

There are children with SEND in every class, therefore all teachers are teachers of children with SEND and all staff play a vital role in ensuring the full integration of pupils with SEND. The school ensures access to a broad and balanced curriculum in the following ways:

- Staff have awareness of teaching and learning styles
- Staff use a variety of teaching strategies including different levels of differentiation to access classroom learning and a parallel curriculum where required
- Flexible employment of support staff e.g. individual support, group support, in-class support and withdrawal intervention programmes
- Variations in expectations of achievement for individual children

Classrooms are dyslexia friendly and autistic spectrum disorder friendly e.g. the use of visual timetables and coloured overlays where necessary.

## Staff Training

Staff regularly partake in whole staff training to disseminate knowledge, strategies and experience and to ensure consistency of the school's approach for children with SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Russet House Outreach for ASD or medical/health training to support all staff in implementing Health Care Plans. Our Inclusion Manager and SENCO Ms Whincup holds the National SENCO accreditation.

All Teaching Assistants and Learning Support Assistants have access to training. In their Professional Development Interviews (PDI's) staff indicate their area of interest and training needs and the Assistant Head (Inclusion) selects suitable courses for their needs.

## In-school provision

<b>Learning</b>	<b>Language</b>	<b>Behaviour/Emotional Needs/Motor</b>
<ul style="list-style-type: none"> <li>• Nurture Group</li> <li>• Letters &amp; Sounds Literacy Package</li> <li>• Jolly Phonics./Letter Land resources</li> <li>• Five Minute Box</li> <li>• Number Box</li> <li>• Fifteen Minutes a Day</li> <li>• SEN Tool Kit- pencil grips, overlays, sloping boards etc.</li> <li>• HFW/Writing Programmes</li> <li>• Personal Education Plans (LACs)</li> <li>• Access to Inclusion Support Services LSAs</li> </ul>	<ul style="list-style-type: none"> <li>• Reception Language Groups</li> <li>• Socially Speaking</li> <li>• Speech &amp; Language Resources/Programmes</li> <li>• PECS/Symbolic Communication System</li> <li>• Makaton</li> <li>• HTLA trained as a Speech and Language specialist</li> <li>• Elklan trained TA</li> <li>• SaLT programme/assessments</li> <li>• Personal Visual Schedules</li> <li>• EAL specialist TAs</li> <li>• Small EAL groups</li> <li>• Language in Common</li> <li>• Pre-teaching of specialist/topic</li> </ul>	<ul style="list-style-type: none"> <li>• Core Skills - motor coordination skills groups</li> <li>• Specialised behaviour system (individualized target cards).</li> <li>• Confidence Club - self-esteem group</li> <li>• SEMH groups - Friendship Skills, Anger Management, Social Development</li> <li>• Speed Up! -Handwriting Programme</li> <li>• Re Write -Handwriting Programme</li> <li>• Early Handwriting Programme</li> <li>• SEAL resources and assemblies</li> <li>• Behaviour Diary</li> <li>• Talk About- Social Communication programme</li> <li>• Outreach services e.g. Waverley, Durrants, Russet House.</li> <li>• CDT/CAHMS referral.</li> <li>• Pastoral Support Plan</li> <li>• Access to Enfield Parent Services</li> <li>• SEN Sensory Box (Yr. N-R)</li> <li>• SEEN-IN bibs for lunchtime</li> <li>• School Nurse</li> <li>• Designated Play Leaders</li> <li>• Home school books</li> <li>• Key Stage One Nurture Group</li> </ul>

<ul style="list-style-type: none"> <li>• LSA for pupils with EHCPs.</li> <li>• SENCO devised individual assessments and learning programmes</li> <li>• Diagnostic Assessments</li> </ul>	<p>words</p> <ul style="list-style-type: none"> <li>• Colourful semantics</li> </ul>	
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### **External Provision**

The school has access to the following services from the Local Authority:

- Educational Psychology Service - 12 half days per school year
- Speech and Language Therapist - termly meetings for children with identified needs
- Behaviour Support Service (BSS)
- Child Development Team (CDT) - for pupils up to age 6
- Child and Adolescent Mental Health Service (CAMHS)
- Education Welfare Officer (EWO) for attendance and punctuality concerns
- Children's Social Care
- School Nurse
- Occupational Therapy Service (OT)
- Physiotherapy Service
- Local Authority SEN advisory service
- Russet House (Autistic Spectrum Disorder) outreach service
- Joint Services for Children with Disabilities (Including Cheviots )
- DAZU-counselling and activities for young carers
- West Lea Special School for pupils with Downs Syndrome outreach programme

### **Monitoring Progress/Working with Parents**

Class Teachers continually monitor the progress of all children in other areas as well as academic progress such as attendance, punctuality, engagement in learning and behaviour.

SEND children all have a Pupil Passport which is reviewed termly and monitored weekly. The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

A range of methods are used to keep parents informed, which include:

- Parent Consultations
- Home/school book
- Letters/certificates sent home
- Additional meetings as required
- Reports

Parents/Carers are encouraged to discuss any concerns at the first opportunity. Parents are encouraged to raise any concerns with the relevant class teacher or alternatively arrange an appointment with the Inclusion Manager.

### **Visits/Trips with SEND children.**

All children are included in all activities with their peers. The school provides additional resources if it is required. Before any trip or activity a Risk Assessment is completed to ensure safety and accessibility for all children. Additional staff are provided for our Year 6 residential visit. Strategies are provided and shared with parents to prepare pupils for visits and activities. Social stories are worked on both at home and in school to ensure the child has a good understanding of what is going to happen.

### **Our School Environment**

The school is accessible to wheelchairs. All classrooms and corridors are clearly lit and kept clear to ensure children with visual difficulties are catered for. The school has disabled changing and toilet facilities. When each child with special educational needs enters the school their individual needs are carefully looked at and any equipment provided. When agencies advise additional equipment, where possible it is provided. Equipment can also be loaned to parents to help support their children's needs.

### **Arrangements for the admission of disabled/SEN pupils**

If your child has Special Educational Needs, as identified under the Code of Practice, you should involve the appropriate professionals in any discussions over choice of school.

Children with an EHC Plan that names a school are required to be admitted to that school. The Admission Authority (even when it is the Governing Body) does not have a right to refuse admission. Children with EHCPs naming our school count toward the admission number.

If your child has special needs but not an EHCP, your application for a school place will be considered on the basis of the Local Authority schools' published admission criteria.

The first introduction to the school for students with SEND is carefully planned. Prospective parents of pupils with a EHCP and pupils identified as having a special educational need are invited to a transition meeting to discuss their child's particular needs prior to the pupil starting at school. Where possible a member of the Inclusion Team will visit the child in their current setting. These pupils may be visited in the pre-school setting and/or the home by school staff. It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is smooth and well planned for. Social stories are provided when appropriate and visits can be planned to support the change. All year 6 children complete a transition unit as part of their curriculum but we also offer students with social and emotional needs further support through small group transition work.

### **Steps taken to prevent disabled pupils from being treated less favourably than other pupils**

We make reasonable adjustments to ensure that pupils with disabilities are not placed at a substantial disadvantage. Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have an EHCP. Just because a disabled pupil has SEN or has an EHC Plan, it does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have an EHC Plan will receive all the support they need and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

### **Definition of Disability**

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities. This definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. It also includes people with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus and medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

We have the following facilities provided to assist access to the school by disabled pupils :

- SEN Friendly Classrooms with visual timetables
- Communication in print and Makaton signed environment in Reception.
- Individual timetables for children with severe learning needs
- Specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays etc.
- Nurture group provision
- Radio aid experienced teachers and LSAs.
- Specialist arrangements for assessments i.e. KS2 SATS (extra time applied for, use of amanuensis, large print papers).
- Learning Support Assistants and Teaching Assistants deployed to implement specific literacy, numeracy and speech & language programmes.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need.
- Communication passports.
- Each playground is accessible for wheelchairs
- Ramps allow wheelchair access from playgrounds into KS2 and reception
- Disabled toilet in central area
- Shower room with provision for nappy changing.

### **Governing Body**

The school governors do their best to ensure that the necessary provision is made for any pupil who has special educational needs as well as ensuring that pupil's needs are made known to all who are likely to teach them. The governing body are also clear about ensuring that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs. Our governing body truly believe that all pupils with special educational needs should join in the activities of the school so far as is reasonably practicable. The school and the governing body are constantly looking at ways to improve accessibility to the school and to the curriculum for disabled pupils. All new developments and buildings are done with improving accessibility in mind. The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

### **Should you require further information please contact:**

Ms Whincup Assistant Head and Inclusion Manager on: 0208 804 1710

Here is the link to Enfield's Local Offer: [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND) Here you will find all the services available to support children who are disabled or who have SEN and their families.

Our offer to children with special educational needs and disabilities was prepared in February 2016 and reviewed in October 2017. It will be reviewed again in October 2018.

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