



Kingsway Infant School

Inclusion and Special Educational Needs and Disability Policy

Educational Inclusion

At Kingsway Infant School, our children are at the centre of everything we do. We are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. By nurturing confidence we make the most of opportunities, embrace challenges, develop skills and achieve high standards. We believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

At Kingsway Infant School 'Inclusion and Equality' is fully integrated into our whole school ethos, implementing the Assess, Plan, Do, Review approach, also known as the Graduated Response to meeting the needs of individual pupils.

We aim to ensure:

- Kingsway Infant School is an inclusive environment for all children.
- All children have a right to an education that helps them develop their full potential and their skills to be a fully integrated member of the community.
- All children have individual needs and teachers have a responsibility to respond to the individual needs of children they teach.
- All children are capable of learning, making progress and feeling safe.
- All children have different strengths, attributes and different preferred learning styles, and teaching should take account of these.
- Children and their parents/carers are entitled to be treated fairly with respect to important educational decisions, which affect their lives, especially concerning admission, attendance, exclusion and assessment for any special needs. Procedures will be applied in accordance with DfE, Ofsted and Children and Young People guidance.

Aims

We aim to identify individual needs as early as possible when a child enters the school and to provide teaching and learning contexts which enable every child to succeed. We recognise that children learn at different rates and that there are many factors which may contribute to a child's achievement, including, age and maturity, previous experiences, emotional state, varied conditions and natural abilities. Many children at some time in their school career may experience difficulties, which affect their learning; these difficulties may be long or short term.

Through the delivery of our curriculum, school vision and values we will prepare our pupils for participation in a richly diverse society. We promote equality of opportunity and good race relations, and aim to eliminate any form of discrimination and prejudice against children, parents/carers, staff, visitors and the wider community served by the school.

At Kingsway Infant School we will:

- Enable all children to have access to the National Curriculum and Early Years Foundation Stage and access learning in a meaningful way.
- Enable all pupils to experience success.
- Use contextual data to improve the ways in which we provide support to individuals and groups of pupils
- Promote individual confidence and success leading to positive attitudes to learning.
- Identify support for ALL pupils and those with Special Educational Needs and Disabilities (SEND) as soon as possible, providing them with a broad and balanced curriculum, ensuring that all learning is differentiated and relevant to their specific learning needs.
- Take account of the achievement of all pupils when planning for future learning and setting challenging targets
- Ensure parents/carers are fully involved in all aspects of their child's development and involved in all decision making regarding next steps and identifying outcomes.
- Ensure parents/carers are kept updated regularly with their child's achievements.
- Ensure that all staff work collaboratively with parents/carers, other professionals and support services to share good practice.
- Where possible to make sure SEND pupils have equal opportunities to take part in all aspects of the schools' provision.
- Ensure all pupils know they have a voice, to be able to express their opinion and to know it is taken into account on matters which affect them.
- Identify pupils with SEND, to assess, record and regularly review pupil's progress and needs.
- Implement suitable interventions and support identified needs.
- Closely monitor interventions and help/support to reinforce the learning.
- To ensure that all responsibilities held by staff and Governors for SEND are implemented and maintained across the school.

Admission Arrangements

Admission arrangements follow agreed Hertfordshire guidelines. The Governing Body believes that the admission criteria should not discriminate against pupils with SEND. It also supports identifying and providing for pupils not previously recognised as having SEND. In addition, pupils with special educational needs but without Statements/ Education, Health and Care Plans (EHCP) must be treated as fairly as all other children.

Accessibility

Kingsway Infant School has ramp access to the main building, classrooms and disabled toilets with all classrooms fitted with sound fields. See also the Accessibility Plan.

Definition of Special Educational Needs

The Children and Families Act 2014 Section 20 defines when a child or young person has SEND. This is when they have either a learning difficulty and they require special

educational provision to be made for them. Special educational provision is defined as any education or training provision that is additional to or different from that generally made for others of the same age in mainstream school or post 16 institutions in England.

A child has learning difficulties if he or she:

- has significantly greater difficulty in learning than the majority of the children the same age.
- has a disability that prevents or hinders them from making use of educational facilities of a kind provided for other children of the same age in other schools within the area of the Local Authority (LA).

Special Educational provision means:

- For a child over two, educational provision, which is additional to, or different from, the educational provision generally for children of the same age in maintained schools.

Children must not be regarded as having learning difficulties solely because their language or form of home language is different from that in which they are taught. Teachers will follow their progress across the curriculum to ascertain any difficulties that arise from uncertain command of English or from SEND. Interpreters can be requested for parents' evening or parental/carers support if required.

The Children and Families Bill

In 2014 the Children and Families Bill came into effect. The bill implements new reforms for Special Educational Needs and Disability provision. As part of this new provision, Statements have now been replaced by Education, Health and Care Plans.

- 🌈 An EHCP operates from the ages of 0-25 – for the first time providing statutory protection for young people in further education or training past the age of 16.
- 🌈 Parents/carers of young people with an EHCP have the option of a personal budget, giving them influence and control over a proportion of the resources available to support their children.

This overall funding to support a pupil with an EHCP consists of three key elements:

- 🌈 The main funding in the schools budget and controlled by the school.
- 🌈 The funding within the schools budget that allows parental/carers influence.
- 🌈 The funding over which parents/carers have direct control - this is the personal budget that is used and spent on provision set out within the EHCP. The LA publishes a 'Local Offer', which provides details of all the services available to children and young people with SEND and their families. Full details of the Hertfordshire's Local Offer can be found on www.thegrid.org or Herts Direct home page. Hertfordshire's local authorities and health authorities are required to work in partnership and involve parents/carers in the assessment of their child's special educational needs and in planning to meet those needs.

Early Identification

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools to ascertain pupil's progress through:

- Use of on-going evidence obtained through teacher observation/assessment.
- Pre-school/transition meetings.
- Nursery/Reception Baseline assessment.
- Development matters in EYFS and use of the Individual Assessment of Early Learning and Development (IEALD).
- Pupil's performance in Key Stage 1 (KS1) using National Curriculum (NC) assessment criteria against Age Related Expectations (ARE) including the Pre Key Stage standards descriptors.
- Pupil progress meetings are held every half term with class teachers and Senior Leaders to identify if there are needs within classes for SEN Support and provision mapping for individual needs.

SEND Provision

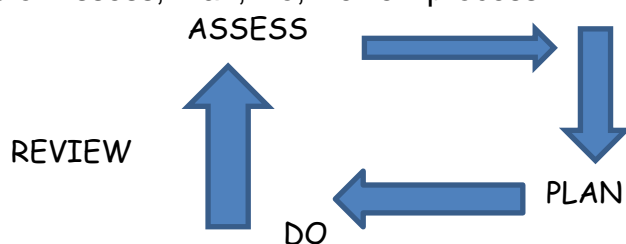
On entry to school each child's attainment will be assessed based on information received from parents/carers and/or the pre-school/nursery setting or the child's previous school (where relevant). This will help inform the school to plan any appropriate differentiated programmes that may be required in order to support pupils to access the curriculum effectively.

For pupils with SEND the Inco/class teacher will use the records to:

- Provide starting points for an appropriate curriculum.
- Identify the need for additional support within the class.
- Assess the learning difficulties.
- Use on-going observation and assessment.
- Provide regular feedback on achievements/experiences for planning next steps in learning.
- Involve parents/carers in a joint home school learning approach.
- Discuss and refer to any external professional agencies for further support, if required.

A Graduated Response to SEND

Identification, assessment and provision of support are key factors in successful outcomes for pupils with SEND. If a pupil is identified as having SEND then planning support and provision will follow a Graduated Response. This is reviewed half-termly and action is taken to remove barriers to learning and provide effective and well-supported provision to meet Special Educational Needs and Disability. The SEND support cycle provides Personal Support Plans (PSP's) and class provision maps that follow the four-part cycle of Assess, Plan, Do, Review process.



The process allows for continual reflection and implementation of well-planned, effective support to meet a pupil's needs with successful outcomes.

Roles and Responsibilities

To be able to ensure that all children with SEND receive the correct provision, is the responsibility of the whole school. It is the teacher's responsibility to be aware of the pupils needs and to provide for these pupils effectively within their class. All staff are responsible for helping to meet an individual's special needs and for following schools procedures for identifying, assessing and making provision to meet those needs.

The Role of School Governors:

- Special provision is made for any pupil with SEND.
- Teachers are aware of the importance of identifying and providing for pupils with SEND.
- Are fully involved in developing and monitoring the school's policy and can report on this to parents/carers.
- SEND provision is an integral part of the School Improvement Plan (sometimes known as the School Development Plan).
- All Governors are up to date and knowledgeable about the school's SEND provision and any issues arising.
- Quality of SEND provision is monitored regularly.
- They have regard to the requirements of the SEND Code of Practice (2014).
- There is a named SEND Governor, who meets regularly with the INCO.
- Governors are involved in the whole school process in development and monitoring of this policy.

The Role of the Headteacher:

- The management of all aspects of the schools work, including provision for pupils with SEND.
- Informing the Governing Body about SEND issues.
- Working closely with the Inclusion Co-ordinator (Inco) and all other relevant members of the special educational needs teams.
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to Governors.

The Role of the Inclusion Co-ordinator (Inco)

The Inclusion Co-ordinator for Kingsway Infant School is: Donna Byrne.

- To support staff and parents/carers in the early identification, planning and reviewing of child's needs with SEND.
- To ensure that there is a consistent approach to SEND, inclusion is adopted in all classes, and that all teachers are aware of the new expectations within the Code of Practice for SEND.
- Maintaining and monitoring the SEND register and records and ensuring they are up to date.
- Co-ordinating provision for pupils with SEND and closely monitoring provision ensuring regular reviews and next steps are set with realistic goals and expectations.
- Working closely in liaison with class teachers, using data analysis set up appropriate interventions to accelerate progress and meet individual's needs.

- To liaise with class teachers to plan strategies of support and personal support plans using a graduated response and approach.
- Work closely with teachers; carry out detailed observations of pupils with specific learning difficulties, ensuring that the use of external professionals is implemented when there is a need. Ensuring up to date and relevant information about the child is clearly recorded.
- Manage, develop resources for SEND and monitor the budget for SEND.
- Liaise closely with parents/carers of pupils with SEND to ensure that they are aware of strategies and plans being implemented and are involved in the process.
- Ensure parents/carers are fully informed of changes currently being made within legislation for pupils with SEND in the new Code of Practice (2014)
- Keep own practice up to date with current developments through attending training and courses at a local and national level. To disseminate information to other staff members through Inset and In-House staff training/meetings.
- Support teachers and teaching assistants (TA's) who support pupils with SEND.
- To support and organise training for TA's and midday supervisors (MSA's) in supporting children with SEND.
- To participate in Local Authority (LA) SEND moderation and district panels for Exceptional Needs Funding
- To support all staff in their knowledge of SEND and ensure they have a good level of understanding of specific learning difficulties.

Class Teachers are responsible for:

- Developing a classroom environment that promotes inclusive practice, encourages and supports all children to access the curriculum.
- Devise and implement personal support plans using graduated responses on a half termly basis, using specific advice from outside agencies.
- Work closely with the Inco, parents and carers to monitor review and plan next steps to achieve best possible outcomes.
- To meet and review support plans with parents/carers to agree next steps.
- To closely track and monitor pupils progress reviewing and amending provision/intervention, targets where necessary.
- To provide information for any referrals to outside agencies within deadlines.
- To liaise closely with TA's and ensure they have appropriate information and equipment/resources for supporting children they are working with.
- Making themselves aware of policies and procedures for identification, monitoring and supporting pupils with SEND.
- To develop their own knowledge in specific learning difficulties.

Teaching Assistants (Learning Support) should:

- Be fully aware of this policy and procedures for identification, monitoring and supporting pupils with SEND.
- Liaise closely with class teachers and the Inco to ensure effective communication in regards to the pupil's responses to tasks and strategies being implemented.
- Generate alternate teaching materials/resources where there may be a need.
- Work with individual or small groups of children identified through discussion and agreement with the class teacher.
- Ensure they know the specific needs of the individuals or groups they are working with and take an active role in the reviewing and monitoring process.

- Use relevant and appropriate assessment materials under the direction of the class teacher to plan appropriate interventions and packages of support in areas of individuals or group needs.

Parents/Carers as Partners

At Kingsway Infant School, we firmly believe in developing a strong partnership with parents and carers. We believe that by building a strong partnership it enables children with SEND to achieve their full potential. Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to them at the earliest stage. Parent/carer co-operation and involvement is encouraged at all times. To ensure effective communications between parents/carers and Teachers should:

- Acknowledge and draw on parent/carer knowledge and expertise in relation to their child.
- Focus on strength as well as areas of additional support.
- Ensure that parents/carers understand the procedures for children with SEND.
- Respect the differing needs that parents/carers themselves may have.

English as an Additional Language

Provision for pupils whose first language is not English is considered carefully. Teachers will carefully track and monitor a pupil's progress across the curriculum to ascertain whether any signs arise from difficulties within the command or use of English or whether difficulties are from a special educational need in a specific area. The school is able to request the use of interpreters for parents evening and parent/carer support for meetings in regards to a child's individual needs.

Monitoring Pupils Progress

Pupil's progress is carefully tracked and monitored through regular progress meetings with teachers and Senior Leaders. Progress and attainment data along with discussions and work scrutiny inform on any planning and provision made for individuals or groups of pupils. Progress is a crucial factor in determining the need for additional support. Adequate progress can be that which:

- narrows the attainment gap between pupil and their peers;
- prevents the attainment gap from widening;
- shows an improvement in self-help and personal or social skills and
- shows improvements in a pupil's behaviour.

Where a teacher decides that a pupil's learning or behaviour is a cause for concern, the Inco will be consulted. In discussion with the class teacher, the Inco will review strategies that have already been applied. It may be at this stage some form of SEND support or a plan of intervention/differentiated learning may be suitable to implement. Where support additional to that of the class provision is required, it may be the case that the advice of outside agencies is requested with parents/carers permission. Where additional support is being implemented, some pupils will be added to the inclusion register to enable careful monitoring of any interventions/support being implemented and what impact it has on the pupil's achievements. Where concerns remain despite sustained support plans, the school may consider an application for an Education Health and Care Plan

(previously known as Statutory Assessment for Statement). It is also recognised by school that parents/carers have the right to request a statutory assessment/EHCP.

Record Keeping

The school will record any steps taken to meet pupils' individual needs. In addition to the usual school records a pupils profile may also include:

- Information provided by parents/carers.
- Information from health services/children's services/GP.
- Information from any other relevant agencies.
- Interventions and strategies to support individuals.
- Pupils' own views on their difficulties.
- Detailed information on progress/attainment and behaviour.
- Individual personal support/care plans.
- Individual provision maps and progress.

Wave 1 Intervention - Quality First Teaching

Wave 1 intervention is support that is implemented through differentiated planning and within class teaching. The Inco will work closely with the class teacher, Headteacher and support staff to decide what help may be required to support pupil progress. Based on previous assessments the actions might be to:

- Teach through the use of alternative learning materials.
- Deployment of an additional staff member to support the child.
- Individual/group support in Maths/English.
- Devising a particular intervention and monitoring their effectiveness and impact on pupil progress using graduated approach.

Wave 2 Intervention + SEN Support - Quality First Teaching

Wave 2 and support is characterised by interventions that are different from the normal differentiated curriculum and will be implemented through concerns that may be raised by teachers in pupil progress meetings, supplemented by evidence that despite receiving differentiated teaching a pupil:

- Makes little or no progress
- Demonstrates difficulty in developing skills in core subjects such as English and Maths
- Show persistent emotional/behavioural difficulties, which are not affected by the usual behaviour management strategies.

Wave 3 Intervention + SEN Support

Wave 3 intervention and support is characterised by a sustained level of support and the involvement of relevant external services available to school. The decision to implement Wave 3 interventions and SEND support is made after full consultation with parents/carers by the Inco and class teacher following reviews of any current provision already in place. Any relevant external agency/service will advise and support with setting new targets and provide specialist input to the support process. Wave 3 intervention and support will be triggered through continued concern, supplemented by

evidence that, despite receiving differentiated teaching and a considerable level of support a pupil:

- Continues to make little or no progress in specific areas over a long period.
- Continues to work below age related expectations over a length of time or considerably lower than expected for a child of a similar age.
- Continues to experience difficulties in developing literacy/numeracy skills.
- Has a behavioural difficulty that often substantially impedes own learning or that of others and continues despite having an individualised behaviour management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Have communication or interaction difficulties that impede the development of social relationships, thus presenting barriers to learning.

External support services will require access to pupil's records in order to understand the strategies implemented prior to their involvement. This assists with implementation of target setting and what has already been successful, as well as planning next steps.

External specialists may be asked to provide further specialist assessments and advice and in some cases work directly with a pupil. Parent/carer consent will need to be obtained by the school before external services are contacted. This is achieved using a single service request form that requires a signature from the parent/carer. Any individual support plans/PSP's/provision maps will incorporate specialist strategies advised. These may be implemented by the class teacher, however may involve other support staff. Where appropriate, the school may request direct intervention/support from a specialist teacher.

Request for an Education Health and Care Plan (EHCP).

The school may request an EHCP from the Local Authority (LA) when, despite an individual programme of sustained Wave 3 intervention and SEND support, the child remains a significant cause for concern. A parent/carer or an outside agency may also request an EHCP assessment. To contribute to the assessment the school may be asked by the LA to provide up-to-date information using the following:

- Programme of intervention and support with respect to Wave 1/2/3 Interventions and SEND support.
- Pupil's graduated/support/care plans/provision maps.
- Records and outcomes of any reviews undertaken.
- NC levels – EYFS Profile/current assessment 'P' scales.
- Teacher assessment and observation.
- Any other relevant specialist assessments (educational psychologists/speech therapists).
- Views of parents/carers/child.
- Views of CSF/welfare reports, if appropriate.
- Views of any other professional involvement.

Once a LA has agreed to a statutory assessment, under the Children and Families Act 2014 Section 36(2), it must assess the education, health and care needs of the pupil.

There are clear and defined time scales for the process to take place in. If it is agreed that an EHCP is required a Draft EHCP will be issued within 14-16 weeks of the initial request. Parent's/carers then have 15 days to consider the contents and the plan must be finalised within 20 Weeks.

Links with External Agencies

The school recognises the important contribution that external support services make in assisting to identify, assess and provide strategies for SEND pupils. When it is considered necessary, colleagues from the following support services may be involved with some SEND pupils:

- Educational Psychologists
- Behaviour Support Teams
- Outreach Services – learning and behaviour
- School Health Nurses
- Speech Therapists
- Physiotherapists
- Hearing Impairment Services
- Visual Impairment Services
- Occupational Therapists
- Advisory Teachers- pre-school/mainstream
- Advisory Teachers for children in care
- Children's services
- Family Support Workers - School Based Family workers - SWHP/Families First

Integrated Practice

Hertfordshire has introduced the Integrated Practice approach to support children who are experiencing difficulties. The aim is to develop child and family support and Teams Around the Family (TAF), so that everyone involved with a child meets and works together to support the child/family rather than information being duplicated and a need for several different meetings. This policy seeks to clarify the support given to individual children and our aim for partnership working with parents/carers to ensure that all pupils with SEND receive the best provision at Kingsway Infant School.

Arrangements for Monitoring and Evaluating Inclusion

To monitor the implementation of the schools policy the Inco will work closely with all staff and outside agencies. The SEND policy and provision is evaluated through the schools Self Evaluation Form (SEF) and reporting activities, such as:

- Termly updates for the Governors and staff.
- Meetings with the SEND Governor.
- Half-termly meetings with class teachers, reviewing class provision and reviewing progress for all children with SEND.
- Monitoring of Data through use of AM7 Sims for pupils on the SEND register.
- Visits from LA and OFSTED.
- Feedback from parents/carers, staff and outside agencies, both formal and informal meetings.

This policy will continue to be under review and updated in line with any local and national changes to the implementation of the Code of Practice (2014).