



Inclusion Policy

School vision and values

Creating Future Stars!

Queensbridge Primary School is a safe, welcoming and nurturing school that offers a sense of belonging.

We work with families to ensure that all achieve their potential across our diverse community having relentless high expectations of ourselves and others.

We are innovative, creative and consistent in our approach, constantly reflecting on our practice. We try to make learning creative, stimulating, inclusive and fun with lots of challenge setting ambitious goals for the future. We try to provide a vast range of opportunities to light the spark of their learning giving them the skills and tools they need to take off and fly!

Queensbridge ensures that children are ready for the world ahead of them as:

- Independent thinkers, enterprising and creative
- Problem solvers, negotiators, reflective and thoughtful
- Excellent communicators
- Happy, confident and curious learners, inspired and well-motivated
- Hard workers
- Responsible members of the community
- Good citizens- children who are respectful, responsible, kind and caring

Happy children make good learners

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Guiding Principals

This policy has been formulated with regards to the *2014 SEND Code of Practice: 0 to 25 Years*, the *Equality Act 2010* and the *Children and Families Act 2014*.

At Queensbridge Primary School a special educational need is defined in accordance with the *2014 SEND Code of Practice: 0 – 25 Years Section 69* which stipulates:

- That there are arrangements for the admission of disabled pupils.
- That we have taken steps prevent disabled pupils from being treated less favourably than other pupils
- That we provide facilities and equipment to help pupils with special educational needs to access the school. Information for the use of these facilities and equipment will be able to be accessed through the school SENCo. Also, support will be given to parents and careers with additional needs so they can fully access the school
- All pupils are entitled to access the full school curriculum and to take part in every aspect of school life, unless there is a specific modification or disapplication outlined in an individual pupil's Education, Health & Care plan.

For the purpose of section 69(3)(a) of the Act the SEN information which the governing body or proprietor of every maintained school, maintained nursery school and Academy school (other than a special school that is established in a hospital) must include in a report containing SEN information is set out in Schedule 1.

Also at Queensbridge Primary School, we are compliant with *paragraph 3 of schedule 10 to the Equality Act 2010* for:

- Increasing the extent to which disabled pupils can participate in the school's curriculum
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. The school will also support parents, careers and adults with additional needs in accessing information about their child's education

Definitions

SEND refers to Special Educational Needs and Disabilities. "A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools." (Taken from *2014 SEND Code of Practice: 0 to 25 Years – introduction Xiii and Xiv*).

Objectives

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also curriculum and assessment policies).



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- To ensure that all pupils experience success in their learning and achieve to the highest possible standard.
- To enable all pupils to participate in lessons fully and effectively and that learning is adapted appropriately
- To value and encourage the contribution of all pupils to the life of the school.
- To work in partnership with parents.
- To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need of individual pupils.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.
- That a high level of support is available for the emotional, mental and social development of pupils with special educational needs
- That children with special education needs are able to participate in the activities of the school, including physical activities with children who do not have special educational needs

Responsibilities and Resources

The Special Needs Coordinator (SENCO), in collaboration with the Head Teacher and Governing Body, takes responsibility for the operation of the SEND policy and coordination of special needs provision, working closely with staff, parents and carers, and other agencies. The SENCO also provides professional guidance to colleagues to secure high quality support for pupils with SEND. The SENCO attends the termly Hackney SENCO Coordinators Forum and provides feedback to the Governing Body, via the SEND Link Governor.

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Head Teacher works closely with the SENCO and keeps the Governing Body fully informed of SEND issues, providing SEND information in reports to the Governing Body, as required annually by the Code of Practice. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school. The governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

Facilities for Pupils with Special Educational Needs

The school is a building with many steps and stairs, including an upper mezzanine level. There is however disabled access throughout most of the building, including a disabled toilet and lift to part of the upper floor, and chair platform lift to the Community Room/Library. A change table and a sensory room. The school will have regard to the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice 2014, in terms of admitting pupils with disabilities.

There are facilities for small group/individual teaching in the several rooms, medical and resources rooms. All members of the school community, including pupils are invited to inform the school of any disabilities they have.



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Resources

Delegated funding for pupils with an Education, Health & Care Plan is mainly used to pay for salaries for one-to-one dedicated staff, as deemed appropriate to needs. Other devolved funding is allocated to support the additional needs of pupils. Pupil Premium money is carefully allocated to support targeted children. Additional school funds support the management of SEND provision by purchasing resources and training staff to meet the changing needs of the pupil profile.

Identification, Assessment and Review

The school follows the *SEND Code of Practice 2014* graduated approach with regards to the identification, assessment and review of pupils with special educational needs. The four actions are:

- **Assess:** the class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN support.
- **Plan:** parents must be notified wherever it is decided that a pupil is to be provided with SEN support.
- **Do:** the class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for the pupil's learning.
- **Review:** the effectiveness of the support should be reviewed in line with the agreed date.

Pupils receive a differentiated curriculum and those who do not make the expected progress are initially identified by class teachers and the SENCO. The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCO or Head about a child with potential SEN or other barrier to learning.

We involve parents/carers and the young person in question as soon as we feel a pupil may have barriers to learning.

In school we use a range of assessment data including relevant family/medical history, Early Years and Foundation Stage Profiles, P Scales, teacher assessments, screening tests, SATS results, RAISE online, teaching assistant observations recorded in a diary and running records.

Pupils who do not make expected progress on the basis of the accumulated evidence are placed on the School Support Register. Parents are informed of this.

Additional Needs

At this stage an Individual Education Plan (IEP) is drawn up in consultation with parents/carers where possible, and the pupil. Occasionally advice may be sought from external agencies to inform effective intervention. The IEP format in use allows for close monitoring of progress towards short-term objectives, agreed with pupil and parents/carers, which are reviewed termly. If a pupil fails to make the expected progress advice may be sought from external agencies which may include social as well as educational services. At this stage, a SEND may be identified.

Four Categories for SEND – Broad Areas of Need

1. *Communication and Interaction*, including

- SLCN (Speech, Language and Communication Needs)



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- ASD (Autistic Spectrum Disorder)

2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

- MLD (Moderate Learning Difficulties)
- SLD (Severe Learning Difficulties – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)
- PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment).
- SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia).

3. *Social, Emotional and Mental Health Difficulties*. They include:

- Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health, conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
- ADD (Attention Deficit Disorder)
- ADHD (Attention Deficit Hyperactive Disorder)
- Attachment Disorder

4. *Sensory and/or Physical Needs*, including

- Visual Impairment
- Hearing Impairment
- Multi-Sensory Impairment
- Physical Disability

Special Educational Needs and Disability

If a child is formally identified as having SEND by a recognised external agency, with the agreement of parent/carers, they are placed on the School Support Register. If they are either not making expected progress, or achieving at a considerably lower level than is within the national expectations for their age, a decision may be made to request formal assessment for an EHC Plan. An application can only be made following two full cycles of *Assess, Plan, Do, Review* covering at least two terms.

On gathering all relevant advice about a pupil's progress the Hackney Learning Trust may issue an Education, Health & Care plan outlining outcomes to be met and additional provision to be provided.

All class teachers have a summary of their responsibilities for pupils identified as having Special Educational Needs and Disabilities in the SEND file in each class. This file also contains a list of SEND pupils in the class and additional SEND information where appropriate. Pupils IEPs are also kept in the class SEND file.

All pupils will have access to a differentiated, broad and balanced curriculum. To enable access to the curriculum for pupils with SEND, the school may also provide access to:

- Specialist teachers and other external professionals



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- Support Staff
- Individual teaching programmes
- Individual timetables
- Intervention resources
- Specialist equipment

Review Meetings

All IEPs are regularly reviewed by the class teacher, support staff and the SENCO. Parents and pupils are informed and may be involved in a meeting to review the IEP. For pupils with an Education, Health & Care plan, an Annual Review is also held to review progress towards the outcomes outlined in the pupil's Education, Health & Care plan. A copy of the review report is sent to all invitees, including parents/carers, and to the Inclusion, Assessment and Monitoring Team at the Hackney Learning Trust.

The School Support Register

The register is updated termly to take into account summative assessment results. Class teachers who wish to nominate additional pupils to be placed on the School Support Register will complete an Initial Concern Form and discuss their concerns with the SENCO, who may carry out an observation.

External Support

Agencies include:

- Inclusion team (specialist teachers)
- Educational Psychology service
- Speech and Language therapy
- Occupational Therapy & Physiotherapy (via The Hackney Ark)
- Vulnerable Children and Exclusions Team
- Children's Services unit
- School Nurse
- Attendance & Welfare Service
- SEND Information, Advice and Guidance Service (SENDIAGs)
- Special Schools
- Children's Social Care
- Children and Adolescent Mental Health Service
- Virtual School; to determine the arrangements for supporting children who are looked after by the local authority and have SEND

The school will also seek support from voluntary and private agencies as required.

The Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25,



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across education, health and social care. The Local Offer is available via the Hackney Learning Trust website on:

<http://www.hackneylocaloffer.co.uk>

Liaison with Parents/Carers

The school works in partnership with parents/carers of pupils in accordance with guidance in the *2014 SEN Code of Practice*.

- If the class teacher has an initial concern about a pupil's progress parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child.
- If a decision is made to move a pupil on to the School Support Register then parents will be informed and consulted. Parents will be informed of any additional programme in place for their child. At this stage parents will be told about the parent support service, SENDIAGS (see above).
- Parents'/carers' views will be sought when a pupil's IEP is drawn up and suggestions will be given as to how these can be supported at home.
- Parents/carers may be invited to a review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents' comments are sought prior to the review report being drafted and incorporated into the final report.
- The school will make arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for secondary school

Consulting Young People with SEND

Children's views will be sought and taken into account during the review process and other key times throughout the year i.e. at IEP reviews and annual 'Love of Learning' surveys.

Transition Arrangements

Transition reviews for Year 6 pupils with Education, Health & Care Plans are held, where possible, early in the Autumn term, or Summer term in Year 5. The appropriate secondary school SENCO may be invited to transitional Annual Reviews. Additional transition arrangements may be made at these reviews/ SEND pupils that are moving between key stages will have transition arrangements in place via the IEP process.

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender, sexuality or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout school.

Other Related Documents

This policy should be read in conjunction with the following documents, all of which are available on the school website.



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- Safeguarding Policy
- Equal Opportunities Policy and Plan
- Medical Conditions Policy
- Hackney Local Offer and School SEND Information Report

Members of staff with SEND

As an inclusive school steps will be taken to support any staff member with SEND who will be supported and free from discrimination under *paragraph 3 of schedule 10 to the Equality Act 2010* for:

- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities and services provided or offered by the school

Also the Equality Act of 2010 which states:

- That we have taken steps prevent disabled pupils/employees from being treated less favourably than others

Complaints

Most complaints can be dealt with by contacting your child's teacher, in the first instance, or the SENCO or Head Teacher. If your concerns are not resolved, there is an official complaint procedure which is presided over by the School Governors.

Review Framework

This policy should be reviewed annually (or sooner in the event of revised legislation or guidance).

Policy agreed on: 31.10.16

Review Date: October 2018

Signed: _____ (Headteacher)

Signed: _____ (Chair of Governors)

Date: _____

Date: _____