

Keir Hardie Primary School & Children's Centre



SEN Inclusion Policy

Reviewed:	Spring 2024
Date of Next Review:	Spring 2025

Rationale

At Keir Hardie School¹ we believe that:

“All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.” “SEN and inclusion is at the heart of everything we do.”

Aims & Objectives

At Keir Hardie we will strive to ensure that:

- A child’s SEN is identified as early as possible in order to ensure early intervention
- We believe that every pupil can learn and has a right to the opportunity to make progress whatever their difficulties.
- We believe that all pupils with needs are entitled to a broad and balanced curriculum, which is appropriately differentiated, carefully planned and sensitively implemented.
- The special educational needs of children will normally be met within the classroom setting.
- The views of the child will be sought and taken into account.
- Parents’ views will be sought and they will be encouraged to be involved in supporting their child’s education.
- Children with SEN will be offered full access to a broad, balanced and relevant curriculum.

As and when necessary, the school will consult with the LA (Local Authority) and/or governing bodies of other schools in the local area to coordinate SEN provision.

Keir Hardie Primary School adopts the definition of special education needs as stated in the Special Education Needs Code of Practice.

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

Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age;
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children 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 do so if special educational provision was not made for them.

Children must not be registered 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.

Special educational provisions means:

¹ ‘School’ refers to KH Primary School and KH Children’s Centre

- a. for children of three or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area;
- b. for children under two, educational provision of any kind. Within school, pupils with SEND are identified on the school SEND register so that provision to meet their needs can be routinely planned for.

As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

Roles and Responsibilities

SENCO

The co-ordination of day-to-day provision of children with SEN is the responsibility of the SENCO (Special Educational Needs Co-ordinator), under the direction of the Headteacher.

The SENCO's and Inclusion Team's responsibilities are as follows:

- Overseeing the records of all children with SEN and operation of the SEN policy
- Support to other colleagues
- Meet regularly with TAs for training.
- Model ways of working to support SEN children
- Coordinate provision for children with SEN
- Liaise with and advise fellow teachers
- Liaise with parents of children with SEN
- Contribute to the INSET for staff
- Liaise with external agencies and LA officers including the Monitoring and Reviewing Officer.
- In consultation with colleagues, use information from pupil's previous attainment (i.e. from Nursery to Primary) to provide a baseline for the development of an appropriate curriculum for the pupil.
- Ensure the ongoing observation and assessment provide regular feedback to all teachers and parents about the child's achievements and experiences, and that the outcomes of such assessment form the basis of planning the next steps of the child's learning.
- Attend cluster meetings and disseminate information to the school staff.
- Liaise with the link SEN and Inclusion Governor
- Raise awareness of the SEN Inclusion policy in the school through training and CPD
- Link with feeder and host schools to make appropriate transition arrangements and co-ordinate review procedures
- Teach intervention groups and model effective teaching

Teaching Assistants

The Teaching Assistants work in the first instance under the immediate direction of the class teachers to support those children with SEN. They support children to enable access to the curriculum and develop their independence skills and achieve their individual targets. Support can be discrete, one to one or within small groups, either within class or in intervention groups dependent on the level of funding a child receives. They have access to regular training both in school and at the local advisory services and by other external providers. They attend weekly meetings with the SENCO. (A

termly training session is disseminated on a Termly basis that is aligned to the Key Priorities of the school)

Class Teachers

At Keir Hardie, high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Class teachers meet weekly with the Teaching Assistant to plan for and meet the needs of SEN children in their class or set. They provide differentiated tasks and learning objectives and appropriate support based on the attainment of the children at that point. They meet with outside agencies and attend reviews and meetings of SEN pupils in their class. They implement the recommendations, resources and strategies offered by advisory staff.

Admissions

All children have an equal entitlement to entry at Keir Hardie School in line with our Equalities and disability policy. The admissions arrangements for children with SEN are the same as the arrangements for other children. Please see the LA Admissions Policy for further information. Liaison with parents and prior settings takes place for pupils with known SEN or disabilities prior to admission.

Health and Safety

Staff must ensure that the learning environment provides safe working practices and is in accordance with the school's Healthy and Safety Policy.

Monitoring

The Inclusion SEN policy is presented to the governors annually and the SENCO reports to governors termly.

The SENCO monitors Inclusion through monitoring of planning and books, through lesson observations, conversations with pupils and through termly SEN reviews with class teachers. Monitoring is also undertaken with governors. This is incorporated into the school's annual monitoring schedule. The quality and impact of interventions is monitored by the SENCO through observations and entry and exit data.

Class teachers maintain SEN support plans and copies of outside agency reports that is kept in a safe space so as to comply with GDPR. All SEN records are kept in the SEN office. The SEN register is held by the SENCO and updated termly. SEN support plans are drawn up by the SENCO with input from the class teacher and child; these are copied to parents and all relevant staff. Each term, targets are reviewed in the SEN meeting with the SENCO.

Resources

Resources are audited annually and the budget allocation is used to renew existing stock and provide resources for the full range of needs within the school.

Teaching and Learning

Keir Hardie recognises that all children are entitled to access a broad and balanced curriculum. This is a mainstream, inclusive school and all pupils are expected to participate in the full range of activities offered on and off site. Where there are barriers to learning or participation, there is an expectation that differentiation and the appropriate targeted support will enable access.

All subjects are differentiated in planning and in teaching. Differentiation is balanced across the lesson rather than merely by outcome. Alongside an emphasis on speaking and listening activities, teaching needs to take into account children's learning styles as well as to plan for a variety of ways for children to record their work either pictorially, by recording, photographs, video etc...

Specific intervention groups are in place to cater for more specific needs. For example, speech and language groups, Attention Autism Box Clever and ALS. Learning Mentors are timetabled to run a variety of social skills groups, as well as 1:1 mentoring. Much of the support is provided within the classroom setting, but in termly SLT meetings decisions are made about which individuals or groups of children should be withdrawn to work in small groups, based on progress and attainment data.

Identification, Assessment and Review

The procedures for identification, assessment and provision for pupils with Special Educational Needs have been developed with regard for the 2014 Code of Practice. Hence children are on the register at SEN support or EHC.

A graduated approach is adopted in meeting special educational needs. At Keir Hardie we have revised our assessment practice as we recognise that for many of our pupils that have Learning differences that they cannot be assessed using numeric values therefore B-squared is used that focuses on the social, communication and emotional milestones.

Initial Concern

A child is recorded as having an Initial concern when adults working with the child report that:

1. The day to day differentiation of the classroom activities does not meet the child's apparent learning needs,
2. The child has difficulty complying with the expected standard of behaviour,
3. A health or sensory impairment is suspected

An Initial Concern form is completed by the teacher who shares concerns internally and implements strategies and interventions not already tried. The parents are consulted for their views and are given ideas to support their child at home. Should there be no discernible improvement within a specified timeframe (usually half a term), the child will normally then move to SEN support, in consultation with parents.

SEN support

An SEN support plan is drawn up outlining the child's strengths and difficulties. It details targets for the child and how the child is to be supported to achieve them. These targets are reviewed termly. Should it become apparent that school based strategies are insufficient in meeting a child's needs and securing sufficient progress, then advice is

sought from external specialists via referrals to the range of borough support services. They liaise with staff and the SENCO and carry out further assessments to inform their judgements. They then make recommendations to the school as to suitable strategies or interventions to use to meet the child's needs. Should a child have a high level of need, the school may make an application for High Needs funding to provide extra resources or support for the child.

In some instances the LA makes the decision, in the light of evidence presented by schools and EPS, as to whether an Education, Health and Care Plan (EHCP) should be considered.

Education, Health and Care Plans (EHCP)

An EHCP is legally binding. In Newham, the costs are met through the delegated budget given to schools. It is the responsibility of the Headteacher and the SENCO to ensure that the provision and objectives of the EHCP are fulfilled. An EHCP is subject to an Annual Review, to which all agencies involved with the child and the parents are invited. A monitoring and review officer of the authority normally attends these meetings if it is likely that the review meeting will request modification of the provisions of the EHCP. She also attends year 5 transition review meetings.

Complaints

Parents/carers of children with SEN who wish to make a complaint should, in the first instance, discuss the matter with the class teacher or SENCO. If the parent/carer remains dissatisfied by the schools response, then they should contact the Governing Body. There is a SEN Link Governor who may be contacted through the school office.

Parents

The school recognises that parents/carers have a vital role to play in supporting their child's education. A range of pupil-parent partnership schemes have been established and the SENCO will signpost parents to these.

The SEN Information Report, which outlines for parents the SEN provision and systems at Keir Hardie, is obtainable on the school website. Should a parent not have access to the Internet, a hard copy will be provided upon request.

Transition Arrangements

In the Summer Term of each year, the SENCO attends a transition meeting organised by the LA, where information regarding all SEN pupils transferring to secondary school is shared. The SENCO also arranges extra transition visits for particularly vulnerable children. All the SEN files are sent to the Secondary School.

Within school, transition meetings are held at year end to pass important information from one teacher to the next. The SENCO is responsible for ensuring that information about children on the Special Needs Register, including those with medical needs, is passed to the child's new teacher.

Disability Discrimination Act

The Special Educational Needs and Disability Act (SENDA) 2010 amends the Disability Discrimination Act 1995 and introduces new legal duties for schools relating to all pupils or prospective pupils with disabilities. This legislation, combined with the SEN

Framework and new planning duties for schools and LA's, aims to improve educational choice and opportunity for disabled children and children with special educational needs and their parents.