



Shatterlocks

Infant & Nursery School

Nurture - Inspire - Challenge

Inclusion Policy

Rationale

At Shatterlocks Infant and Nursery School, we believe that all children should have the opportunity to reach their full potential. All teachers are teachers of children with Special Educational Needs (SEN) and all staff working within the school are responsible for ensuring that children attain their highest potential, whatever their ability.

Under the new SEN Code of Practice primarily, children's needs will be met through 'Quality First Teaching', this means: high quality teaching, clear and effective differentiation, excellent organisation of teaching and learning and support staff and high-quality classroom management.

However, when it becomes apparent that a pupil is not making expected, age appropriate progress, despite teaching approaches being targeted at their identified area of weakness, then they may be placed onto the school's SEN Register.

Each class has a Class Teacher and fulltime Teaching Assistant, who are able to use the timetable flexibly to provide appropriate and regular interventions to all pupils with Additional needs. The School also has a full time Pupil and Parent Support Officer and SENCO; a specialist Reception TA for interventions with SALT, Speech Link and Language Link and a Specialist Teaching Assistant for SALT across the School who supports pupils with their speech and language programs and interventions both one to one and in small groups, if appropriate. This SALT TA has regular liaison sessions and support from the Speech and Language Services. The School also enjoys strong relations with other external Agencies and has good support from the Specialist Teaching Services. All pupils are screened using the Language Link and Speech Link programmes on entry into School and a high priority is given to oral language and storytelling. The School also tracks all pupils using the Leuven Well Being and Involvement Scales. The School works closely with Parents and Carers to encourage support with learning at home. A trained Reading Recovery Teacher is a member of the teaching staff who offers INSET and advice appropriate interventions with reading skills.

The School works hard to deliver a relevant and exciting Curriculum with a balance of high quality first teaching of key skills and Creative curriculum. The School was a Pilot School in the County CLLD project and has developed the systematic teaching of synthetic phonics throughout the School within the context of a language rich environment.

Children who require additional help with accessing the Curriculum are given support both in class and in special nurture groups delivered by class teachers and teaching assistants under the guidance of the SALT TA and the SENCO. In addition to the school SENCO, there are also two additional fully trained SENCOs – one for Nursery and one supporting Year R pupils. The Vice Principal also has an overview of Inclusion. Provision Maps and IEPs are evaluated and updated regularly and in many cases offer individualised learning programmes often with targets from external agencies such as Speech and Language. Staff are very experienced and have received training in Makaton, Fizzy (opt), Aspergers and Autism, ADHD and behaviour management. The SENCO has outlined the changes to the code of practice with all staff.

The Special Educational Needs Code of Practice (2014) states that:

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; or
- 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 so do if special educational provision was not made for them.

Children 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

Special Educational Provision means:

- a) for children of two or over, educational provision which is additional to or different for, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

Objectives

- All children at Shatterlocks are valued equally.
- All pupils have access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.
- All children are set appropriate challenges, and the aims for the education of children with difficulties and disabilities are the same as for other pupils.
- To ensure that the special educational needs of all children are identified, assessed and provided for.
- To ensure effective monitoring and tracking of provision for children with SEN.
- To make clear the expectations of all partners in the process and identify the roles and responsibilities of staff in providing for children's special educational needs.
- Ensure parents and carers are fully involved at all stages.
- To ensure that the views of the child are taken into account.

The Inclusion Manager and SENCOs are responsible for co-ordinating the day-to-day provision of education for pupils with SEN at the school.

Arrangements for Coordinating SEN Provision

- The Inclusion Manager/SENCO will liaise with the Specialist TA for SALT to review the SEN Register six times a year. The Whole School Register and Class registers will be updated through liaison with Class Teachers.
- The Inclusion Manager will liaise termly with teachers and teaching assistants regarding any SEN concerns and will give advice and support with writing provision maps.
- A majority of support for children will come from WAVE1, high quality teaching first.

- Within Key Stage 1, the class teacher will create a termly provision map which maps out all interventions going on in the classroom at WAVE 2 and WAVE 3 levels. Pupils with EHCP or targets from outside agencies will have an IEP where appropriate.
- Most interventions will be undertaken by the Class Teacher and the class Teaching Assistant. Some will be undertaken by other teaching assistants either working across year groups or those who have developed specialist skills in certain areas of provision e.g. Speech and Language. Support from Teaching Assistants is funded by the school's annual budget.
- Pupil Premium is calculated for pupils entitled to Free School Meals. This enhancement of the budget enables extra staff to be allocated to the neediest pupils with appropriate interventions.
- The Inclusion Manager will monitor SEN interventions and provision as appropriate, following the action plan for that year.
- The Inclusion Manager, SENCO, Principal/Vice Principal and Class Teacher will meet once termly to monitor the effectiveness of interventions and provision for children with SEN and to monitor their progress, as part of the pupil progress meetings.
- Teaching Assistants, Class Teachers, the Inclusion Manager, parents and outside agencies will liaise and share developments in order to inform reviews and forward planning.
- Provision Maps and IEP's will be reviewed and updated termly alongside the SEN register.
- The Inclusion Manager and Principal/Vice Principal will decide annually where Teaching Assistants will be placed to work, in line with where the children's needs are. Sometimes these will be changed throughout the year, as the children's needs change.
- TAs will keep detailed records of interventions and evaluations.

The Role of Staff Involved with Additional Educational Needs

The role of the Inclusion Manager and SENCO is to:

- Implement the Code of Practice.
- Oversee the day-to-day operation of the school's SEN policy.
- Coordinate the provision for and manage the responses to children's special educational needs.
- Support and advise colleagues, liaise with and manage teaching assistants.
- Maintain the school's SEN register.
- Contributes to and manages the records of children with SEN.
- Complete the documentation required by outside agencies and the LEA.
- Act as the link with parents.
- Act as link with external agencies and other support agencies.
- Monitor and evaluate the SEN provision and report to the governing body.
- Manage a range of resources, human and material, linked to special educational needs.
- Keep up to date with the current climate of SEN.
- Contribute to the INSET training of colleagues.
- Prepare data for PLASC (census) identification of needs.
- Track vulnerable groups and identify trends and next steps.
- Disseminate relevant information to all who work with children with SEN.

The role of the Board of Directors is to:

- Ensure that the necessary provision is made for all pupils with SEN.
- Ensure that pupils needs are known to all who are likely to work with them.
- Ensure that teachers are aware of the importance of identifying and providing for pupils with SEN.

- Consult the LEA and other Governing Bodies when necessary or desirable, in the interest of co-ordinating SEN provision in the locality.
- Ensure that pupils with SEN are included within all the activities of the school, together with other pupils, so far as is reasonably practical and compatible with the needs of the children and the efficient education of the pupils with whom they are being educated.

The role of the Principal is to:

- Monitor the progress made by all children, regardless of needs.
- Support the Inclusion Manager in School Based Review.
- Ensure the Board of Directors are up to date and informed about the current climate for SEN within the school.

Admission Arrangements

Shatterlocks Infant and Nursery School caters for children of all abilities and the presence or absence of any additional educational needs is not a factor in considering admissions.

- Children with SEN are considered for admission to the school on exactly the same basis as for those who do not have SEN.
- Children identified prior to joining our school who are identified as having SEN will be matched to a class to ensure a balance of provision, resources and opportunity.
- Prior to starting school, children with a Statement of SEN will be invited to discuss the provision which can be made to meet their identified needs.
- For children joining from Nurseries who are already identified as having SEN, the Early Years SENCO and the Inclusion Manager will meet prior to starting to share information and discuss support. Often this will be with the class teacher and the parents as well.

Specialised Provision

- Shatterlocks Infant and Nursery School is a single site school. Entrance to the building is through the main lobby or along paths, both of which are level and suitable for wheelchair users. Classrooms are accessed by corridors and level outside areas from which there is wheelchair access.
- There is currently one disabled toilet for use by adults or children along the main corridor. The Board of Directors have identified the provision of easier access from the rear of the school for wheelchair users as a priority. Further details can be found in the Accessibility Plan.
- Within our school, we have a large room specifically for small group and one to one work, mainly for the provision of speech and language support.
- We also have the fulltime availability of a non class based Teaching Assistant who works solely with Speech and Language and is highly regarded in the area of supporting children with targets set by speech and language therapists and with identifying areas for development with speech and language.
- We have an additional full time TA in Year R working specifically on SALT and nurture group interventions.
- Children requiring equipment due to an impairment, will be assessed in order to gain the support they require.
- We have a medical room and a number of staff trained in First Aid, able to deal with children's illness or minor injury.
- We have designated members of staff who will be able to change nappies should the necessity arise, or the child has needs in this area.

- The School is currently working with the School Nursing Team on an Early Intervention programme supporting families with toilet training.

Allocation of Resources to and Amongst Pupils with SEN

How Resources are Allocated to and Amongst Pupils with SEN

The SEN budget is determined each year according to PLASC (census) data. This aims to distribute available funds as equitably as possible between schools, according to relative levels of need, based on socio-economic and AEN factors.

- The base budget covers curriculum expenses.
- The delegated SEN budget covers the additional support required.
- Resources for supporting pupils with EHCPs are purchased from the SEN standards fund.
- Pupil Premium – is supporting pupils entitled to Free School Meals; it enables extra staff to be allocated for appropriate interventions for the neediest pupils.

How Pupils with SEN are Identified and their Needs Determined and Reviewed

Shatterlocks Infant and Nursery School use the graduated approach cycle to identify SEN pupils. This assessment and review (cycle) is used to monitor the progress of each pupil. If it is felt that a child is not progressing then, after consultation with the class teacher and parents, the SENCO will include them on the SEN register.

Children included on the SEN register have SEN with support or an EHCP and will have specific targets allocated to them. This is reviewed each term as part of the pupil progress interviews (with teachers).

Through the assessment procedure within the class and considering the termly reviews of each target, a child's position on the SEN register can move up or down.

Arrangements for Providing Access to Pupils with SEN to a Balanced and Broadly Based Curriculum (Including the new National Primary Curriculum)

Shatterlocks Infant and Nursery School believes in full integration for all pupils and endeavours to fulfil this belief where possible. Many different teaching strategies are used to access the curriculum, including visual, aural and multi-sensory approaches. Different teaching managements are also used, including whole class, small groups and one-to-one.

Children are able to achieve their targets through many different routes, including general classroom differentiation, differences in expected results and different ways of recording.

How Pupils with SEN Engage in the Activities of the School Together with Pupils who do not have SEN

All children have equal opportunities to partake in all aspects of school life. Furniture and access are checked that they are suitable for all children and adaptations made where necessary.

How the Board of Directors Evaluates the Success of the Education which is Provided at the School to Pupils with SEN

The Board of Directors monitors and evaluates the progress of children with SEN by overseeing the SEN provision throughout the school. This is through:

- Monitoring classroom practice.
- Analysis of pupil tracking.
- Value added data.
- Meetings of the SEN Director with the SENCO.
- School self-evaluation.
- The Board of Directors' annual report to parents.
- The SEN moderation process.
- The school development plan.

Any Arrangements Made by the Board of Directors Relating to the Treatment of Complaints from Parents of Pupils with SEN Concerning the Provision Made at School

Any complaints regarding the SEN policy or provision made for children with special educational needs should be addressed in the first instance to the class teacher. If parents need further advice, they are welcome to arrange a meeting with the SENCO. If they feel that their child's needs are still not being met, they should make an appointment to see the Principal. If the parents are still concerned, they may contact the Director responsible for SEN and/or the Partnership with Parents Service, who may allocate an individual parent supporter or refer to the mediation service.

Any Arrangements made by the Board of Directors Relating to In-Service Training Staff in Relation to SEN

All staff have the opportunity for training, both within school and out. Training is provided in relation to performance management targets. Joint training is arranged and provided by the Dover Federation for the Arts Multi Academy Trust.

The Use Made of Teachers and Facilities from Outside the School, Including Links with Specialist Teaching Services for SEN

Shatterlocks Infant and Nursery School accesses external support services through referral with parental consent at the LIFT – Local Inclusion Forum Team.

The Role Played by the Parents of Pupils with SEN

We aim to promote a culture of co-operation with parents, schools, LEAs and others. We do this by:

- Ensuring all parents are made aware of the school's arrangements for SEN, including the opportunities for meetings between SENCO, class teachers and parents. Teachers will meet with the parents of SEN pupils three times a year.
- Involving parents as soon as a concern has been raised. This may be done at a parent consultation or by personal appointment with the class teacher.
- Providing access to the SENCO to discuss the child's needs and approaches to address them. Supporting parents understanding of external agency advice and support.

Any links with other schools, including special schools, and the provision made for the transition of pupils with SEN between schools, or between school and the next stage of education

We ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes for pupils, including specific information gathering meetings between the appropriate SENCOs. When necessary we consult the LEA for further advice. We collaborate with all other support services and agencies involved with child and with parents, and where applicable make joint planning arrangements.

Links with health services, social services and education welfare services and any voluntary organisations which work on behalf of children with SEN

The school liaises with other agencies, i.e. Health, Social Services, Speech and Language, Physiotherapy, Educational Psychology, Occupational Therapy, voluntary bodies and other schools. Liaison can be via consultation and/or written report.

The School enjoys excellent relationships with many outside agencies and professionals, including the Early Intervention Bladder and bowel project; Specialist teaching services; and LIFT where pupils are discussed within a multi-Agency group.

Under the new SEN Code of Practice Shatterlocks Infant and Nursery School have published a SEN Report for Parents which can be found attached and on the school's website.