



## Eversley Primary School SEND and Inclusion Policy



This policy has been developed in co-production with parents/carers and should be read in conjunction with the following:

- SEND information report
- Enfield's Local Offer
- Equal Opportunities policy
- Child Protection and Safeguarding policy
- Behaviour policy
- Anti-bullying policy
- Medicines in School policy
- Learning and Teaching policy
- Complaints Procedures

The Inclusion Manager is Mrs Shirley Gonzalez who is part of the Senior Management Team. The school also has a SENCO, Ms Hannah Minsky and an SEN Teaching Assistant/Administrator, Mrs Debbie Brosi. They can be contacted on 020 8360 5159 ext. 201 or 224 or by emailing the school office.

### Rationale

At Eversley Primary School we are committed to providing a high quality education for all children. We are an inclusive school and seek to raise achievement and remove barriers to learning so that our children can achieve their full potential. We recognise that each child is a unique individual and we aim to provide support in a sensitive, caring manner.

### Definition of Special Educational Needs and Disabilities (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of 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 (SEND Code of Practice, 2014)

Learning difficulties may be caused by:

- Physical or mental disability (PD)
- Sensory difficulties e.g. vision or hearing impairment (VI or HI)
- Speech, language and/or communication difficulty (SLCN)
- Social, emotional and mental health (SEMH)
- Autistic Spectrum Disorder (ASD)
- Multi-sensory impairment (MSI)
- Specific learning difficulties with reading, spelling, fine motor skills and/or gross motor skills (SpLD)
- Moderate learning difficulty with English and/or Maths (MLD)
- Severe learning difficulty (SLD)
- Profound and multiple learning difficulty (PMLD)

In addition to the above, the school recognises that pupils with medical conditions are appropriately supported to ensure full access to the curriculum. These pupils will not require SEN Support unless their medical need affects their learning.

Children who speak English as an additional language (EAL) will receive additional support when appropriate but not SEN support unless they have an additional SEND.

These difficulties can include pupils throughout the ability range. A child may have more general difficulties with school work or have a combination of two or more areas of need. Some children may have fallen behind and have learning difficulties if they are not supported by the appropriate resources and environment. At Eversley Primary School, we identify these needs, put appropriate interventions in place and monitor progress closely. This is part of the identification process for children who may have special educational needs. Needs may be of a minor nature as well as serious, however all needs must be addressed so that children can progress and reach their potential.

### Objectives

- To provide children with SEND with the same opportunities as all children
- To identify children's needs and take early intervention with all staff sharing the responsibility for identifying, assessing and meeting the needs of children with SEND
- To ensure access to a broad and balanced curriculum through differentiated planning and reasonable adjustments
- To provide access to appropriate intervention programmes according to the needs of the child
- To keep clear, up-to-date records tracking individual children, as they move through the school
- To work in partnership with parents/carers, pupils and outside agencies
- To ensure that resources are identified and coordinated according to the needs of individual children, as outlined in the whole school provision map
- To ensure that all governors and parents/carers are aware of the SEND and Inclusion policy
- To co-produce with parents/carers and pupils achievable and relevant targets for children on the SEND register

### Coordination of SEND provision

The Inclusion Manager is the designated teacher responsible for coordinating provision for SEND and all duties outlined in the SEND Code of Practice. She is supported by the SENCO. In addition to the day-to-day management of our SEND policy, her duties include:

- Liaising with, advising and supporting teachers and support staff about children with SEND
- Managing support staff
- Coordinating provision for children with SEND
- Liaising with parents/carers of children with SEND
- Identifying, assessing, monitoring and record keeping for children with SEND
- Liaising with external agencies including the educational psychology service, health and social services, behaviour support service and voluntary bodies
- Informing the Headteacher of all developments
- Organising in service training for staff, ensuring awareness of new initiatives and developments
- Coordinating and chairing Annual Review meetings for children with Education, Health and Care Plans (EHCPs), formerly Statements of SEN.
- Supporting staff, parents/carers and children in coproducing individual support plans (ISPs)
- Ensuring continuity of provision for children with SEN by liaising with pre-schools and secondary schools
- Working closely with the SEN governor.

### Admission arrangements

All children start school in the September of the academic year when they turn five.

Prior to starting school, children and parents/carers are invited to three pre-school sessions in July when parents/carers and children meet the teachers and teaching assistants and have an opportunity to familiarise themselves in their new school environment. The Early Years Team Leader, Mrs Doulla Towli

and the home-school liaison teacher, Mrs Lucie Demirkaya, visit all the children on the waiting list. Mrs Demirkaya also runs workshops for parents/carers. SEND pupils identified prior to starting school may receive a home or pre-school visit from the Inclusion Manager or SENCO with Mrs Demirkaya or Mrs Towli. Pre-schools are encouraged to hold a transition meeting for children entering the school at Early Years SEN Support. All children are visited at home by their class teachers and teaching assistant. The school has close links with all local playgroups and nurseries (which are visited by Mrs Towli) and will endeavour to make links with pre-schools further from the school if necessary.

Initially children attend part-time and gradually this increases to full-time by the beginning of October. The individual needs of children are always considered and so if children are not ready to attend full time in October they continue to attend on a part time basis as necessary. All children must be in full time education by the term after they turn five.

#### Identification of children with SEND

At Eversley Primary School, we have developed a whole school approach to SEND. This involves identifying individual needs as early as possible and working closely with parents/carers. 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/carers and pre-school transition meetings
- In school - staff observations, levels of attainment, Foundation Stage Profile, P level assessments, reports from external agencies, reports from previous schools, standardised screening and assessment tools

Staff can raise concerns about a child with the Inclusion Manager or SENCO at any time. Based on the school's observations, assessment data and following a discussion between the class teacher and Inclusion Manager/ SENCO, the child may need one of the following:

- Differentiated curriculum support in class
- SEN Support

If a child requires SEN Support, their special educational needs will be classified into one or more of the learning difficulties listed on page 1 of this policy. Parents/carers are always consulted and will be informed of the provision in place.

#### Stages on the SEND register

**SEN Support** - Special educational needs are met within the classroom and through withdrawal intervention programmes individually or in small groups. Support from one or more outside agencies will be sought e.g. Behaviour Support Service, Educational Psychology Service. If the school, in agreement with parents/carers, feel that the child has exceptional needs and is not making sufficient progress despite intervention in place then they may request the Local Authority to undertake a statutory assessment. Once granted, this assessment may or may not lead to the Local Authority issuing an Education, Health and Care Plan (EHCP).

**EHCP** - Children who are classed by the Local Authority as having exceptional needs will be issued with an EHCP which outlines all of the child's special educational needs and any special educational provision necessary to meet those needs. The EHCP will have medium term objectives that the child would be expected to achieve and progress against these objectives will be reviewed annually in an Annual Review meeting.

#### Provision for children with SEND

Provision for children with SEND is outlined in the school's intervention maps. Children will be supported in class by the class teacher or class teaching assistant. In addition, children may also be taught by the SENCO, who is a non-classroom based teacher, or one of the SEN teaching assistants who run withdrawal intervention programmes.

### Allocation of resources to and amongst children with SEND

The organisation of resources, both human and material is the responsibility of the Headteacher with the Inclusion Manager. Enfield Local Authority (LA) provides the school with separate funding for:

- a) Predictable needs
- b) Exceptional needs

The funding for predictable needs is calculated using a formula based on Free School Meals and issued to the school. Those children who have predictable needs are those who are on the SEND register who receive SEN Support and those with EHCPs with less than 14 hours support.

The funding for exceptional needs comes directly from the LA for children with EHCPs with 14 hours support or more.

### Intervention programmes

- Target Reading - Years 1 to 6
- Target Spelling - Years 2 to 6
- Accelerated Reading – Year 5
- 1<sup>st</sup> Class at Number – Year 3
- Top Tips (Maths intervention) - Years 1 to 6
- Third Space Learning (Online Maths intervention) - Year 5 and Year 6
- Social skills groups – as appropriate to the needs of individual children
- Sound Linkage - as appropriate to the needs of individual children
- Tom's Team (Language and social skills group) - Reception and Year 1
- Physical skills group (formerly known as Tiger Teams) - Years 1 - 6
- Phonics groups - Reception
- Speech and language groups - Reception to Year 6
- Memory Magic- as appropriate to the needs of individual children
- Touch typing - as appropriate to the needs of individual children

### Assessment and review of children with SEND

The Phase Leader and Inclusion Manager monitor and discuss progress of all children with class teachers and teaching assistants termly at pupil progress meetings. Children with SEND are reviewed and progress discussed. In some cases, an assessment by the school's Educational Psychologist may be required and parents/carers are fully involved in this process. The Educational Psychologist will advise the school and parents/carers on how best to meet the child's needs.

All children who are on the SEND register will have Individual Support Plans (ISPs) in place, which are reviewed termly. Where behavioural needs are extreme and a child may be at risk of exclusion, a Pastoral Support Plan (PSP) will be implemented which will be reviewed every eight weeks in a multi-agency meeting. Looked After Children will have Personal Education Plans (PEPs) in place. These plans will be produced in a meeting with parents/carers and will include short-term outcomes, provision in place to help meet those outcomes and a space for review of those outcomes. Parents/carers are provided with copies of these plans.

All children with SEND are reviewed termly and those who have overcome their barriers to learning and are attaining levels in line with their underlying ability will be discussed with parents/carers and if parents/carers are in agreement they will no longer receive SEN Support.

Children with an EHCP have a formal annual review which parents/carers and all external agencies are invited to attend. A sufficiently long period of notice for these reviews is given to ensure maximum attendance.

### Access to the curriculum and integration of children with SEND

Eversley Primary School has an ethos which promotes inclusion. 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. High quality, differentiated teaching for individual pupils is the first step in responding to pupils who have or may have SEND. The school ensures access to a broad and balanced curriculum (including the Foundation Stage and National Curriculum) in the following ways:

- Staff have awareness of teaching and learning styles
- Staff use a variety of teaching strategies
- Staff are aware that additional intervention support cannot compensate for a lack of good quality teaching
- 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, dyslexic friendly fonts and coloured overlays where necessary

### Specialist provision and facilities

There is a ramp over the steps inside the Infant building and a ramp leading into the Junior building. This represents the only disabled access to the buildings. There is a lift in the Junior building.

Both Junior and Infant buildings are equipped with shower rooms; these are located in or next to the welfare rooms.

An accessibility plan is reviewed every three years to ensure that an inclusive curriculum is provided and that the school continues to strive to ensure that the physical environment is suitable for all pupils and adults who use the school.

### Partnership with parents/carers

At Eversley Primary School, we wish to work closely with parents/carers in a spirit of mutual support, encouragement and consultation. We value the information and knowledge parents/carers can offer us about their child and notify parents/carers from the earliest stages when a concern has been identified. We encourage active participation of parents/carers by providing guidance on how learning can be supported at home through workshops and coffee mornings. Class teachers have an open door policy and are available at the end of the school day to discuss concerns. The Inclusion Manager, SENCO and the Headteacher are also available to deal with concerns and provide advice; however it may be necessary to make an appointment.

### Complaints procedures

Complaints from parents/carers about provision of SEND should, in the first instance, be raised with the class teacher or Inclusion Manager/ SENCO who will try to assess and resolve the situation. Formal complaints will be dealt with by the Headteacher through the school's Complaints Procedure.

### Arrangements for In-Service Training

The Inclusion Manager and SENCO attend regular SEN/Inclusion conferences and SEN Coordinator partnerships meetings with local schools to keep up to date with developments in the field of SEND. Staff members are encouraged to attend SEND training where a need is identified for an individual child or for a group of children in their class. Training during staff meetings is provided by the Inclusion Manager/ SENCO and specialist agencies e.g. Speech and Language Services and the Educational Psychology Service as appropriate.

### Links with external agencies

External support services play an important role in helping the school to identify, assess and make provision for children with SEND. Outside agencies will usually be contacted for a child on the SEND register. The following services are those which are most commonly consulted by the school:

- Educational Psychology Service
- Speech and Language Therapist (SALT)
- Behaviour Support Service (BSS)
- Child Development Team (CDT)
- Child and Adolescent Mental Health Service (CAMHS)
- Education Welfare Service (EWS) for attendance and punctuality concerns
- Social Services
- School Nurse (Candy Thompson)
- Early Years Social Inclusion (EYSI)
- Occupational Therapy Service (OT)
- Physiotherapy Service
- LA SEN advisory service

### Links with other schools

Transition meetings are held with pre-schools for children entering the school who have SEN Support. Transition meetings are also held with secondary schools for children leaving the school who have SEN Support or EHCPs.

When children transfer to or are admitted from another Primary School, their records are forwarded/requested in order to ensure continuity of provision.

We also have links with the following specialist teachers/outreach services:

- Peripatetic teachers for Visually Impaired children
- Peripatetic teachers for Hearing Impaired children
- Peripatetic teachers for Physically Disabled children
- Autistic Spectrum Disorder outreach teacher from Russet House School (Enfield Advisory Service for Autism)
- Waverley outreach service
- West Lea outreach service
- Oaktree outreach service
- Language Units

### Success criteria

The SEND policy will be monitored regularly to ensure that:

- 1) The ethos of the school is reflected in the provision so that children's individual differences are recognised and valued
- 2) There are effective systems for identifying, assessing and monitoring children with SEND involving all relevant members of staff
- 3) There is close liaison with parents/carers
- 4) All plans drawn up (ISPs, PSPs and PEPs) are shared with parents/carers and children as appropriate
- 5) There is utilisation of outside support services and agencies as appropriate
- 6) There is efficient management of record keeping for children with SEND
- 7) There is raised self-esteem of children with SEND
- 8) There is consistency of support in order to enhance continuity of learning

Policy reviewed: November 2018  
Next review date: November 2019