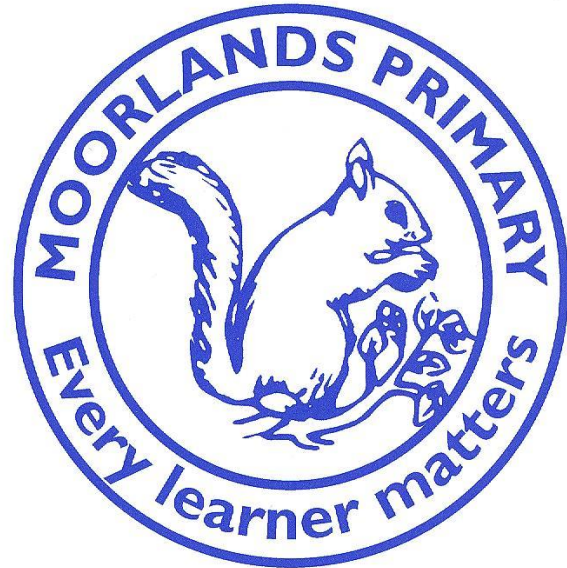


Academic Year 2023-24

Inclusion and Special Educational Needs and Disabilities Policy



This policy should be read in conjunction with the following:

- Intimate Care Policy
- Supporting Pupils With Medical Conditions Policy
- Equal Opportunities Policy
- Pupil Premium Funding Report
- SEND Information Report
- SEND Code of Practice (2014)

This policy sets out Moorlands Primary School Procedures for Inclusion and Special Educational Needs and Disabilities.

Signed by Head Teacher _____

Signed by Chair of Governors _____

Review Date _____



MOORLANDS PRIMARY SCHOOL.
Inclusion and SEND Policy

POLICY REVIEWED: September 2022

PHILOSOPHY: Moorlands Primary is a fully inclusive school and as our School Motto states “**Every Learner Matters**”. We therefore strongly believe that:

- Every child has the right to a broad, balanced and engaging curriculum which is effectively differentiated to meet their needs, whatever these may be.
- Every child has a right to reach his or her full potential, regardless of additional needs or abilities.
- Every child has the right to feel happy, safe and secure at school.
- Every child has the right to a high quality education that enables them to become confident, successful and enthusiastic learners.

At Moorlands there is a designated **AHT for Inclusion, Assistant Head for Teaching and Learning and Deputy Head for Standards and Attainment** who are responsible for the day to day provision and management of additional learning needs across the school including:

- Children with Special Educational Needs- these could be learning or physical needs (SEND)
- Children ‘at risk’ of falling behind and who may be in need of additional support. (Wave provision)
- Children for whom English is an additional language (EAL)
- Children for whom we receive a ‘Pupil Premium’ for such as Free School Meals and children of Service Families.
- Able, Gifted and Talented children to ensure that additional provision is appropriate and meeting the needs of this group.
- Children who may be in care or under special guardianship (CLA)
- Children who may require Speech and Language Support.
- Children who may require behavioural or social and emotional support.

Within this, the **DHT and AHT for Inclusion:**

- a) Ensure that all stakeholders involved with the child are co-ordinated effectively and kept fully informed.
- b) Strategically manage Inclusion across the school, by supporting staff and families in providing the most appropriate learning opportunities for children who may be vulnerable.
- c) Monitor, evaluate and review procedures and provision for vulnerable groups at Moorlands.
- d) Liaise with outside agencies to ensure that, where needed, we are fully meeting all needs of children within our care.
- e) Ensure that the Governing Body and Senior Leadership Team are fully informed of the progress and provision of all vulnerable groups across the school.
- f) Keep up to date with recent National and Local Directives, including the SEND Code of Practice.



ROLES AND RESPONSIBILITIES:

CLASS TEACHERS will:

- Make appropriate use of assessment information in identifying vulnerable groups and develop action plans and Individual Support Plans (ISPs) to support children, where needed.
- Take an active role in planning and delivering an appropriate curriculum, ensuring that they are catering for the wide range of needs and abilities within their class.
- Liaise with the parents and the AHT/ Inclusion Team to ensure that additional learning needs are being met, through targeted support or intervention.
- Action advice from outside agencies for those with additional or complex learning needs or English as an additional language.

TEACHING ASSISTANTS will:

- Work under the direct guidance of the AHT/ Inclusion Team and Class Teacher to deliver curriculum content and additional intervention or support as needed.
- Keep day to day records of interventions and targeted support work and how this is impacting on the progress of the child.
- Implement ISPs to support those identified as having Special Educational Needs.
- Implement ISPs to support those identified as having Behavioural, Social or Emotional Needs.

PARENTS / CARERS will:

- Work closely with school and have an active voice in what is best provision for their child.
- Support the school in implementing any additional interventions or work aimed at raising attainment and accelerating progress.
- Regularly meet with the Class Teacher to discuss their child's progress and next steps.
- Attend meetings with the Inclusion Team or other agencies involved in the education of their child and action advice given where intended to support.

SEND GOVERNOR will:

- Support the Inclusion Leader by having an awareness of the management issues surrounding this role, particularly SEND.
- Take an evaluative role for policy and procedural developments.
- Liaise with the Inclusion Leader to ensure that they are fully informed of the practise and provision at Moorlands.

At Moorlands there is a designated **Assistant Head for Inclusion** who is responsible for co-ordinating provision for children with Special Educational Needs and Disabilities. This person is **Miss Sarah Roughton**. She is supported by 2 Assistant SENCos- **Mrs Lindsay Whittingstall Bean** and **Mr Ben Kill**.

The **Deputy Headteacher (DHT)** responsible for Standards and Attainment at Moorlands is **Mrs Rachel Wright**.



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

The SEND Code of Practice 2014 states that Children have special educational need if they have:

- a) *A significantly greater difficulty in learning than the majority of others of the same age, or*
- b) *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 or mainstream post-16 institutions*

Identification of SEND

- Children are identified as having additional Special Educational Needs in Accordance with the Guidelines for Identification from Southampton Local Authority SEND Team and the SEND Code of Practice 2014.
- Children are identified as SEND through a range of assessment information, tracking and monitoring of progress and attainment and through the use of other diagnostic tools where appropriate. SEND children are usually working well below the level of attainment expected for their age and have not responded to additional support already provided.

CURRENT PROCEDURES ARE AS FOLLOWS:

- Children not meeting class based targets in the areas of behaviour, social and emotional development, reading, writing, spelling and maths will have extra directed teaching delivered by the teacher or an appointed T.A, in additional to whole class support and structured differentiation. These include children across all key stages. Once identified pupils will be included in '**Provision mapping**' for wave 2 and 3. This is where additional support outside of Quality First Teaching* is put into place to support individuals or groups of children. (**QFT is provision available for all children, regardless of need*)
- Children giving cause for concern move on to **SEN Support** and are provided with an Individual Education Plan after consultation with the Inclusion Leader. Those involved in drawing up this document will be primarily the teacher in consultation with the child, the parents and teaching assistant. This will take the form of a cycle: assess, plan, do and review on a regular basis. Individual Support Plans (ISPs) are monitored by the Assistant Head for Inclusion and Assistant SENCos.
- An Individual Support Plan is a working document outlining steps needed to be taken to promote high morale, self esteem and raising achievement. It must be clearly accessed by the child and parents at all times, and referred to as a working document.
- Sometimes the school may need to seek extra advice where provision is clearly not working for a child. Such provision may involve the Educational Psychologist, Speech Therapist, Outreach services such as specialist teacher advisors or Springwell etc.
- For a small minority of pupils an Individual Education, Health and Social Care Plan (EHC Plan) may be identified as a result of very specific needs. This involves a range of



assessments from outside agencies to be carried out and is decided by the SEND Team of the Local Authority, not the school.

- Some children with challenging behaviours will need an Individual Behaviour Programme or intervention in order to fully meet their needs. Others may need emotional support and may benefit from additional support in this area. Children with these needs can also be put on an Individual Support Plan which are also monitored by the AHT for Inclusion and Assistant SENCos half termly and updated accordingly.
- All individual plans must be reviewed at least once every half term.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

The SEND Code of Practice states:

“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.”

Therefore it is important that **ALL** stakeholders are clear that English as an Additional Language is learning need **not** a Special Educational one.

Provision for EAL continues to evolve at Moorlands. We aim to:

- 1) Develop an environment that supports and celebrates a range of languages, ethnicities and cultures.
- 2) Provide a rich and diverse curriculum that supports and takes into account the ethnicities, cultures and languages across the school.
- 3) Support children new to the school in their acquisition of English, through additional support where needed.
- 4) Closely monitor the provision for EAL learners, to ensure that it is closely matched to their changing needs

EAL provision is overseen by Phase Leader **Mrs Natalie Pfeiffer**, who is responsible for liaising with external support agencies, where appropriate. English language support for those new to English may be possible.

THE AHT WILL:

- Undertake initial language assessment to identify new arrivals use of the English Language.
- Use this information to identify next steps such as external language support, the implementation of an EAL Intervention programme to accelerate their language acquisition or general classroom support for staff.
- Track EAL learners as a group across the school to ensure that provision is adequate and promoting progress.



PUPIL PREMIUM PUPILS

The DFE states:

- The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.
- Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. It is paid to schools according to the number of pupils who have been:
 - ✓ Registered as eligible for free school meals at any point in the last 6 years
 - ✓ Children Looked After (CLA) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
 - ✓ Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
 - ✓ Pupils registered where one or more parents are in the Armed Forces or are in receipt of a pension from the Ministry of Defence
- In the 2022-23 financial year, schools will receive:
 - **£1385 for each eligible primary-aged pupil** who has been in receipt of Free School Meals at any point in the **previous 6 years**.
 - **£320 for each eligible primary- aged pupil** recorded as a Service Child at any point in the **previous 6 years**
 - **£2410 for each eligible primary-aged pupil** who has Looked After as defined by the Children’s Act 1989 or have ceased to be looked after by a local authority because of adoption. *

**NB: A % of the funding for these children goes towards the maintenance of a Virtual School for Southampton Local Authority.*

The purpose of Pupil Premium Funding is to:

- close the attainment gap between the child and their peers
- prevent the attainment gap growing wider
- match or better the child’s previous rate of progress
- ensure access to the full curriculum
- demonstrate an improvement in self-help, social or personal skills
- Demonstrate improvements in the child’s behaviour.



Provision for Pupil Premium continues to evolve at Moorlands. We aim to:

- 1) Ensure all Pupil Premium pupils who are at risk of falling behind or are not fulfilling their full potential will receive additional support, in accordance with the DFE requirements.
- 2) This could take the form of interventions, 1:1 tuition and booster groups or after school clubs.
- 3) Publish how we are spending the Pupil Premium Funding, in accordance with the DFE requirements.

Pupil Premium provision is overseen by the DHT, who will also be responsible for liaising with external support agencies, where appropriate.

THE AHT FOR STANDARDS AND ATTAINMENT WILL:

- Track Pupil Premium (PP) learners as a group across the school to ensure that provision is adequate and promoting progress.
- Track PP at individual pupil level across all classes to monitor individual progress and provision.
- Use this information to identify next steps such as additional support or interventions, coaching and general classroom support for staff.
- Oversee PP provision and tracking on class data systems, e.g. provision mapping, snap shot progress grids and data reports.

ABLE, GIFTED AND TALENTED (AG&T)

Identification of AG&T

- Children are identified as being Able, Gifted or Talented in accordance with guidelines from Southampton Local Authority. This guidance can be available upon request.
- Class teachers are responsible for liaising with the AHT if they believe a child to be able, gifted or talented.

CURRENT PROCEDURES ARE AS FOLLOWS:

- **Able**- this refers to the children who are *working above* the age related expectations in comparison with their peers. These children are supported through Wave Provision Mapping and Quality First Teaching. They may require extension groups and differentiated tasks and will be identified through snapshot grids, action plans and an internal school register.
- **Gifted**- this refers to the children who are working *significantly above* the age related expectations in comparison with their peers. These children are exceptionally able in a particular area, such as reading, writing or maths. They will require extension groups and differentiated tasks and will be supported through Wave Provision Mapping and Quality



First Teaching. These children will be recorded on SIMS and an internal school register, identifying the area they are gifted in.

- **Talented-** this refers to children who show a natural aptitude or ability in another area of the curriculum, such as art, dance or science. It may also link to extracurricular out of school activities such as being identified to be part of a young talent squad, gymnastics or football for example. These children will be recorded on an internal school register but not on identified on computer systems, for subject data and analysis purposes.

THE DHT FOR STANDARDS AND ATTAINMENT WILL:

- Track AG&T learners as a group across the school to ensure that provision is suitable and is promoting progress.
- Track AG&T at individual pupil level across all classes to monitor individual progress and provision.
- Maintain a register for children identified as Able, Gifted or Talented and in which area they are identified.
- Use this information to identify next steps such as additional support or interventions, coaching and general classroom support for staff.
- Oversee AG&T provision and tracking on class data systems, e.g. provision mapping, snap shot progress grids and data reports.

OTHER AREAS OF INCLUSION

CHILDREN LOOKED AFTER (CLA) and Children Previously Looked After (CPLA)

The term Children Looked After has a specific legal meaning based on the Children Act. A child is looked after by a local authority if he or she has been provided with accommodation for a continuous period of more than 24 hours, in the circumstances set out in sections 20 and 21 of the Children Act 1989, or is placed in the care of a local authority by virtue of an order made under part IV of the Act.

The majority of children who are looked after by the local authority are placed with foster carers as it is believed to be best for children to live within a family environment.

At Moorlands there is a **Designated Teacher** who is responsible for supporting children looked after or previously looked after. This person is **Miss Sarah Roughton**.

The Designated Teacher will:

- Liaise with families and Social Workers who are involved with the Child Looked After or those immediately adopted after leaving care
- Complete Pupil Education Plans (PEPs) in accordance with Local Authority Guidance
- Co-ordinate and/or attend meetings with families and Social Services to review provision for the Child Looked After or recently adopted
- Ensure relevant staff are appropriately informed about the PEP and provision for the Child Looked After or recently adopted



- Liaise with the virtual school as appropriate in the management of the pupil's provision
- Manage and monitor any budget or monies spent as part of the pupil's allocated funding, as appropriate

DESIGNATED SAFEGUARDING LEADERS

- The Senior Leadership Team are all trained Designated Safeguarding Lead Officers for the School and are responsible for co-ordinating provision and attending meetings for vulnerable children as appropriate. Overall responsibility for Child Protection lies with the Head Teacher.

SPEECH AND LANGUAGE (S&L)

Southampton City Council have a team of experienced speech and language support assistants (SALSAs) who can assist children's difficulties in the school setting, as well training up teachers and teaching assistants with particular skills to help support children with SLCN in the classroom.

The School also has an allocated NHS Speech Therapist.

The AHT for Inclusion will:

- Support staff to implement Speech Programmes provided by NHS and Southampton Speech Therapists
- Liaise with Therapists as appropriate for referrals, provision and the Speech and Language register
- Work with families who are in receipt of Speech and Language support
- Maintain a register of those children in receipt, or have been in receipt, of Speech and Language support.
- Lead staff in modelling good levels of Speech and Language for all children.

EMOTIONAL, BEHAVIOURAL AND SOCIAL SUPPORT

All members of the school community are responsible for supporting each child in developing their social, emotional and behavioural skills.

Where additional support may be needed, class teachers, phase and senior leaders will closely monitor a child and make referrals to relevant agencies as appropriate, including the school's ELSA (Emotional Literacy Support Assistant) and allocated Educational Psychologist. Such referrals may be co-ordinated by the AHT for Inclusion.

The AHT for Inclusion will:

- Keep a register for those who need additional behavioural, emotional or social difficulties (including those receiving ELSA support).
- Engage with relevant agencies identified for those with such needs, such as the Educational Psychologist or Outreach services.
- Support staff to implement behaviour strategies for those with additional behavioural difficulties.



- Work with and signpost support for families for those with these additional behavioural needs, where possible.

EVALUATION AND MONITORING

GENERAL LEVEL

- The DHT/ AHT for Inclusion will report annually to the Governing body on the provision for Inclusion across the school.
- Data will be scrutinised at least termly by the Senior Leadership Team and reported to the Governing Body as appropriate.

CLASS LEVEL

- Individual Support Plans will be reviewed and updated at least half termly
- All parents will receive and sign copies.
- Teachers and their assistants will be involved in provision mapping and planning, including developing and reviewing Individual Support Plans
- Action plans will be developed by class teachers identifying all children in need of additional support.

OTHER

COMPLAINTS

- In the first instance, difficulties should be discussed with the class teacher.
- If the issue is not resolved, then these difficulties should be discussed with the Inclusion Leader.
- If issues are still not resolved, reference should be made to the school's complaints procedure.

STAFF DEVELOPMENT

- Moorlands are fully committed to developing all staff. Individual /team and whole school needs are identified as part of both the performance management process and School Improvement Plan. This is to ensure that staff are trained to support **all** children.

PARENTS

- We accept that parents are the prime educators of their children, and have much to offer. We therefore strongly encourage support and participation from parents and strive to build strong working relationships with them in supporting their children in all aspects of their school career.
- Parents will be consulted in ISP process for children identified as SEN support and will be kept well informed any additional support or interventions their child may be receiving.
- Parents will also be informed whether their child has been placed onto the school's Special Educational Needs or Disabilities Register. (SEND Register)



TRANSITION ARRANGEMENTS

- For children experiencing learning and/or behaviour difficulties, transition is crucial and should be made as smooth as possible.
- Moorlands will take an active role in transition, establishing early links with feeder schools at the start of year 6 but in some cases prior to this.
- SENCOs from receiving schools will be welcome to visit at any time.
- All records will be kept up to date and passed on to receiving schools.
- For those children due join Moorlands who have additional or complex learning needs, the Inclusion Leader will liaise with the current setting and families as appropriate in order to ensure staff are fully briefed of the needs of individuals and to ensure that the environment is adapted and accessible as soon as they arrive.

