



# Policy for the Inclusion of all Pupils including those with Special Educational Needs and/or Disabilities

2022-2024

**Penbridge Infants & Junior School**

Part of the Thinking School's Academy Trust

Date of determination September 2022

Review Date September 2024



CHILD FIRST – ASPIRE – CHALLENGE – ACHIEVE

**Policy for the Inclusion of all Pupils including those with  
Special Educational Needs and/or Disabilities**

## **Contents:**

- Key Contacts
- Introduction
- Key Principles
- Key Staff
- The Role of the Governing Body
- Admission Arrangements
- Identification and Assessment Procedures
- Access to the Curriculum
- Arrangements for Interventions
- Partnership with Parents/Carers
- Training and Induction
- Useful links
  
- Appendix 1 - Guidance for pupils with special educational needs
- Appendix 2 - Guidance for Pupils with Disabilities
- Appendix 3 - Guidance for Pupils with English as an Additional language • Appendix 4 - Guidance for Most Able Pupils

**Key contacts:**

<b>Penbridge Infants</b>		<b>Penbridge Juniors</b>	
Mrs Claire Filson - SENCO			
Miss Caroline Morris	Head of School	Mrs Karen Denton	Head of School
Mrs Kelly Jones	Wellbeing and behaviour support	Miss Clare Selwood	Wellbeing and behaviour support
Mrs Anna Webb - Executive Headteacher			

## Introduction

This policy embraces the statutory framework set out in the Special Educational

Needs Code of Practice (2015) and the Disability Discrimination Act (2002). At the Penbridge Schools, special educational needs encompasses those with learning difficulties, physical disabilities and those who are most able.

This policy links closely with our Relationship and Behaviour policy that can also be found on our website.

Penbridge Infant School & Nursery also has an Inclusion Centre (known as the Rainbow Fish Centre) that caters for children with complex cognition and learning needs. This policy also covers this area of our school.

We recognise all pupils as individuals and are committed to providing an inclusive and supportive environment that removes barriers to learning and in which all pupils achieve their full potential. In particular the following groups of pupils may need additional provision:

- Black and Minority Ethnic
- Gypsy, Roma, Travellers, asylum seekers and refugees
- Pupils learning English as an Additional Language
- Children with special educational needs
- Children considered to be most able
- Children “looked after or previously looked after” by the Local Authority
- Young Carers
- Sick children and those families under stress
- Any pupil whose behaviour places them at risk of suspensions

## Key Principles

Our key principles are that:

1. The needs of children and young people are at the heart of all that we do. Their views and involvement will be sought at all stages.
2. Parents/carers are key partners in the identification, planning for, support and review of their children’s needs and their involvement will be actively encouraged.
3. All pupils are entitled to be included in a broad, balanced and relevant curriculum whilst meeting their individual needs.
4. Pupils will be assessed and progress reviewed regularly.

5. Quality first teaching is essential for all pupils to make progress. All teachers are expected to develop a range of inclusive practices where additional provision will be planned and differentiated to enable all pupils to reach their full potential.
6. “All teachers are teachers of pupils with special educational needs”. All staff will be supported in their continuing professional development through appropriate training and support to enhance their skills.
7. Special Educational Needs might be an explanation for individualised progress and we will make every effort to narrow the gap between vulnerable groups of learners and other pupils whilst also taking into account each pupils’ starting point and needs.

These principles are consolidated by the five outcomes of The Every Child Matters Agenda which are

- Be healthy
- Stay safe
- Enjoy and achieve at school
- Make a positive contribution
- Achieve economic well-being

We recognise our responsibility to work with all learners and key partners to secure these outcomes.

## Key Staff

The Executive Headteacher has overall responsibility for inclusion throughout the schools. The Special Educational Needs and/or Disabilities Co-ordinator (SENDSCO) oversees the day-to-day organisation of SEN including working collaboratively with the Executive Headteacher and Head of Schools in the placement of appropriately skilled support staff. They are also the member of staff with responsibility for looked after and previously looked after children.

All teachers are expected to develop a range of inclusive practices and will be supported in their continuing professional development. The National Curriculum requires all teachers to take responsibility for:

- Setting suitable learning challenges.
- Responding to children’s diverse learning needs.
- Overcoming potential barriers to learning and assessment.

All teachers are responsible for the education of pupils in their class, including those with additional, special and exceptional needs. The SEN code of practice states:

*6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO should support the class or subject teacher in the further assessment of the child’s particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.*

Class teachers maintain pastoral responsibility for children in their class with support from the Pastoral Team and Teaching Assistants. Staff work collaboratively to plan and deliver specific programmes of support, as appropriate.

The role of the SENDSCO is to work with colleagues to ensure there is effective differentiation in the classroom and high-quality small group work to meet the needs of target pupils. In particular, they identify those pupils in need of individualised learning approaches and oversee all aspects of their provision. This will include provision for pupils with SEN, assessment, monitoring, classroom support, record keeping and administration.

The EAL Leader received training from the Ethnic Minority Achievement (EMA) Team. A record of most able pupils is kept, and staff supported, so that they are able to provide for pupils with additional and exceptional needs. Pupils who act as Young Carers, for either parents or siblings will also be supported. (See appendices).

The SENDCO also liaises with parents, external agencies and Inclusion Managers/ SENDCOs from other settings. An up-to-date professional knowledge of inclusion issues is maintained.

The most able pupils are overseen by the most able leaders. Their progress, assessment, interventions, and additional provision are all monitored to ensure these pupils are adequately challenged in class and out. Main responsibilities for differentiation and teaching falls upon the class teacher.

## The Role of the Governing Body

There is a named governor with responsibility for inclusion. The Governors meet their statutory duties as defined on page 15 of The Code of Practice. The Executive Headteacher informs the governing body of the attainment of SEN children each term.

## Admission Arrangements

The authority for admissions into Penbridge Infant and Penbridge Junior Schools is Portsmouth City Council.

Admissions to Penbridge Infant's Nursery are done through the school office. Parents and carers will then liaise with the Nursery Manager (who is currently undertaking the Early Years SENCo accreditation) regarding availability of spaces and sessions.

Admissions to the Inclusion Centre at Penbridge Infant School is also done through the SEN Team within Portsmouth City Council. All pupils attending this area of the school must have an Education Health and Care Plan. For further information around this please visit our page on Portsmouth's Local offer:

<https://portsmouthlocaloffer.org/services/penhale-infant-school-nursery-inclusioncentre-known-as-the-rainbow-fish-centre/>

We welcome all children living in the school's catchment area and do not discriminate on the grounds of race, religion or ethnic origin. We appreciate having information about a child prior to their entry so that effective arrangements for their transition can be made. The SENDCO liaises with counterparts at Infant, Junior and Secondary schools.

## Identification and Assessment Procedures

We undertake regular assessment to ensure all pupils are making progress. In addition, teachers use day-to-day assessment enabling them to understand where each pupil is in their learning, giving them feedback about their progress and allowing them to respond, so as to plan the next steps in learning. Whole school tracking procedures are in place, which enable staff to quickly identify those children who make exceptional progress or those whose progress is limited so that planning can be differentiated accordingly. Observations may be carried out on small group work, 1:1 and whole class teaching by the SENDCO and members of the Senior Leadership Team (SLT) to ensure well differentiated, personalised learning is taking place.

For pupils with EAL, the school undertakes detailed initial assessment and early profiling of pupils, newly arrived from their country of origin. This takes place where possible with the support of a Bilingual Learning Assistant (BLAs), so that accurate assessment can be made of and through the first language. A meeting is also held with parents to gain information relating to previous educational experience and other aspects of the pupil's development. The school makes use of Local Authority and national guidance to assess these pupils.

We monitor all children who need support over and above what is usually available in class. However, the following individualised plans are used for a small minority of children:

- Learning Passport – for those children who need strategy-led support across the curriculum.
- SEN Support Plan- for those children with SEN who require more individualised provision.
- Education and Health Care Plan - for those children registered as having SEN who have more complex or specialist needs.
- Individual Programmes – for children receiving support either from Speech and Language Therapists or Occupational Therapist / Physiotherapists.
- Individual Behaviour Plan – for pupils requiring additional support to manage behaviour. This may include a behaviour risk assessment where appropriate.
- Pastoral Support Programme – for children who are at risk of permanent exclusion from school.
- Personal Education Plan – for children who are 'looked after or previously looked after' by their local authority.
- Health Care Plans / Protocols – for pupils with on-going serious medical conditions.

## Access to the curriculum

The Penbridge Schools ensure that all children have access to a balanced and broad curriculum, which provides effective learning opportunities. This is achieved through:

- The provision of class support, where appropriate.
- Supporting the development of a wide variety of teaching styles and approaches to suit different learning styles.
- Differentiated curricular materials and tasks.
- The use of additional staff such as Teaching Assistants or Specialist Teacher Advisers. These staff come either from the school's own staff team or from the Local Authority. Some work directly with children and some have advisory roles.

The school has access to EMAS, to support the needs of minority ethnic pupils at risk of underachievement, through assessment, support for new arrivals, training and school self-review. In addition, the school has access to a city resource of Bilingual Learning Assistants to increase bilingual learners, access to the curriculum, support assessment procedures and promote home-school communication.

Each subject area is responsible for the provision of materials and resources for all children. Where pupils are identified as requiring interventions additional to or different from the usual differentiated curriculum, additional support can be sought. This can include help from outside professionals, agencies, additional classroom support and loan of equipment, such as computers or specialist furniture. In addition to this, pupils who currently have an Education, Health and Care Plan (EHCP).

## Arrangements for Intervention Programmes

All learners should have access to a full curriculum and it is our aim to support pupils with additional needs in classroom settings as far as possible. However, pupils may be withdrawn from class in order to access a specific intervention programme. This is a fluid situation that is designed to meet the varying needs of the individual and careful planning aims to minimise loss of access to the full curriculum. Generally, bilingual learners are not withdrawn from class.

We make use of the 'Wave Model' of provision:

**WAVE 1** is high quality, inclusive whole-class teaching supported by effective planning, differentiation and policies.

**WAVE 2** is Wave 1 + additional, time limited, tailored intervention support, i.e. Small group opportunities for targeted learning and teaching, implementation of a 'learning plan' to outline those targets.

**WAVE 3** is Wave 1 + Wave 2 + increasingly individualised programmes, based on specific need i.e. Regular 1:1 sessions with learning that is consolidated in the classroom. Wave 3 is for specialised interventions relating to an Education, Health and Care Plan (post-September 2014)

Learning Passports are strategy-led documents that are co-produced with the children. They are reviewed termly and amended regularly. In addition, we also use Provision Map software to track additional interventions and support across the school. This gives detail on the specific interventions or additional support accessed by a pupil throughout their time in the school.

### Social and Emotional support

The Penbridge Schools recognise that all pupils are equal individuals and are committed to developing an inclusive and supportive learning environment, removing potential barriers to learning.

Within the school, there is a range of support networks for children who may be emotionally vulnerable or need support in widening friendship groups. These include:

- Pastoral Support: a team of ELSA's work across both our schools. These staff members support individuals or groups of children in various aspects of their emotional health, such as bereavement, anger management and to listen to concerns in a non-judgemental environment.

- A Family Support Worker: to support pupils and parents/carers in and out of school
- Friendship/Behaviour/Social and Emotional groups
- Behaviour Support Officers.

### Further Support

Links are maintained with other agencies and professionals in the city, who may be involved with a child and/or their family. Regular contact is made with the School Health Nurse, Speech and Language Therapist and Educational Psychologist. We also have involvement from other agencies such as CAMHS, MABS, Advisory Teachers, Sensory Impairment Service, Social Workers, Community Paediatricians, etc. Other agencies are also available for specific, specialised support and these are contacted when necessary. Referrals to these services are made in consultation with the parent and with their agreement wherever possible. The only exception to this should be when there are issues around Safeguarding.

Our Family Support Worker is also our Designated Safeguarding Lead (DSL) and is trained as a lead professional, who can offer a wide range of support for children and their families. Alongside this member of staff, we have six deputy DSLs (including both the Executive Headteacher and Head of Schools) who are able to provide support where appropriate.

## Partnership with Parents / Carers

Parents/carers are encouraged to be fully involved in all aspects of their child's education. This is facilitated in a variety of ways including Parent's Evenings, Annual Review meetings, Team Around the Child meetings (TAC), telephone calls, letters home, praise pad notes etc.

Any concerns about a child's progress should be discussed with the parent and SENDCo. However, it is important that no attempt is made to provide a diagnosis or cause. Referral will be made to the appropriate agencies if required. For further information on additional support throughout the city for additional needs please visit:

<http://www.portsmouthlocaloffer.org/>

## Training and Induction

Provision for children with different and diverse needs is seen as a whole school approach and it is important that all staff are as informed as possible about recent initiatives and legislation. All staff, both teaching and non-teaching, are encouraged to develop their existing skills and expertise in relation to SEN, EAL, most able pupils and those pupils with disabilities.

### Useful Links:

Portsmouth Local Offer: <https://portsmouthlocaloffer.org/>

Portsmouth Ordinarily Available Provision: <https://portsmouthlocaloffer.org/wpcontent/uploads/2019/10/Ordinarily-available-Provision-document.pdf> SEND Code of Practice:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)



## Appendix 1 Guidance for pupils with special educational needs

### **What does special educational needs mean?**

The Education Act (1996) defines Special Educational Needs;

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

The Act says that children have a learning difficulty if they:

1. have a significantly greater difficulty in learning than the majority of the children of the same age, or
2. 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:

Children are not regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special education provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools maintained by the local authority.

### **What does the school do for children with SEN?**

The Code of Practice requires schools to identify children early, although we recognise that children develop at different rates. We talk to parents / carers and request information from them, as well as using a variety of information from other professionals and previous schools.

We use standardised reading and spelling tests, twice yearly as well as on-going teacher assessments to check the progress of all pupils.

### **Who is responsible for making sure children’s needs are identified and met?**

Parents who are concerned about their child’s progress and development should speak first to the class teacher, but they are welcome to talk to the SENDCo by arranging an appointment. Any concerns raised with the class teacher should be shared with the SENDCo.

If a child’s needs are not being met at a school level, the school or parent can request the Local Authority to undertake a Statutory Assessment. The purpose of this is to assess special educational needs in detail and identify the provision that must be put in place. The assessment may result in an Education and Health Care Plan, which must be reviewed at least annually. All children with an EHCP will have a Learning

Plan where the targets are derived from the long term objectives set out in the EHCP.

## Appendix 2 Guidance for Pupils with Disabilities

The SEN and Disability Act (2001) extended the duties of the Disability Discrimination Act [DDA] (1995) to apply to schools and our work to support pupils, and pupil's parents, with disabilities in line with the legislation.

### **What do we mean by Disabilities?**

The definition within the DDA is “a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.” • ‘physical impairment’ can also include sensory impairment.

- ‘mental impairment’ includes learning difficulties and mental impairments resulting or consisting of a mental illness or disorder
- ‘substantial’ means ‘more than minor or trivial’
- ‘long-term’ means at least 12 months.

A pupil may have a very visible disability but the definition includes pupils with dyslexia, communication difficulties, diabetes, epilepsy, pupils who are incontinent, or who have a progressive condition or a severe disfigurement.

Not every child with SEN will have a disability. Not every child with a disability will have SEN. Therefore some pupils with disabilities may also be most able.

### **What does the School do for Pupils with Disabilities?**

We welcome pupils with disabilities and are proactively working towards offering a supportive environment to children with disabilities by making reasonable adjustments to facilitate access to the curriculum. We have a Disability Equality Scheme/ Accessibility Plan which is available on request. Through our plan and in line with the requirements of the DDA, we aim to

- Increase the extent to which disabled pupils can participate in the school curriculum;
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Pupils may have a Health Protocol which details the actions to take in case of an emergency
- Pupils with significant physical disability may have a Health Care Plan which provides specific information about the condition, treatment etc.
- We liaise regularly with our School Nurse, who also holds monthly drop-in sessions for parents

## Appendix 3 Guidance for Pupils with English as an Additional language

**What does the school do to help pupils who are new to the English language?** We understand that pupils new to English may need an extended 'silent period' during which they will be listening and developing their understanding of English. Verbal responses may be slow in coming and care should be taken to not dent confidence by insistence on it.

Support and practice is provided when new vocabulary, especially subject based and technical vocabulary, is being introduced. Pupils for whom English is an additional language work within groups of children who provide good role models of English speaking, wherever possible. Low ability grouping and isolated teaching are not appropriate. We ensure that children with EAL are not ability grouped using only language based criteria. Support and guidance is sought from Ethnic Minority Achievement Service (EMAS).

We offer parents of new arrivals an appointment in order to exchange information about the child's languages and previous school experience and about how the child will be supported in school.

Wherever possible, teaching makes good use of visual resources and contextual clues, repetition, clear explanations and instructions and carefully structured activities to support EAL learners. The school will continually build its bank of dual language texts, ICT, dictionaries and visual materials to enhance pupils' learning experience as well as make use of the resources available through EMAS.

## Appendix 4 Guidance for Most Able Pupils

### **What do we mean by 'most able'?**

'Most able' pupils are those who have ability or abilities beyond the large majority of the children in the school and who consequently require more challenging learning.

The DfE and Ofsted define the more able in terms of those whose progress

'significantly exceeds age related expectations.' Currently Ofsted uses the term 'More Able' in primary schools and 'Most Able' in secondary schools. The DfE refers to higher attainers as 'most able.'

We use term 'most able' is used to refer to pupils with the potential to achieve at greater depth within the end of year expectations in any subject or subjects.

### **How do we identify most able children?**

Children identified as 'most able' are identified through a combination of information from a range of sources.

- First quality teaching and observations by the class teacher
- Teacher assessment
- Summative assessment and test performance
- Teacher identification using a range of other indicators (see staff guidance document)
- Information from parents

- Information from previous school or other professionals eg sports coach, music teacher.

Lists of children identified as ‘most able’ are recorded and monitored. These lists are updated at least annually.

## Most Able Disadvantaged Pupils

We track the achievement of all disadvantaged pupils. Most able disadvantaged pupils are identified and tracked to ensure that opportunities are provided to enable this group reach to their full potential in line with that of all other most able pupils and that they receive a rich and varied curriculum.

## Provision for Most Able Pupils

- Most able pupils are specifically planned for; this is recorded on teacher’s weekly planning.
- Differentiation ensures that all pupils have access to a relevant and appropriate curriculum
- Differentiation will take place through a range of different strategies such as provision of challenge and extension activities, a different starting point, use of lesson time in the classroom, higher order questioning and the promotion of independent learning with an element of choice where possible.
- Problem solving and reasoning activities are provided for most able pupils as are activities where they can apply their knowledge and understanding in more in-depth cross curricular situations.
- Use of Thinking Skills supports the most able through questioning, use of thinking maps and the frame of reference.
- Development of self-assessment, reflection on learning and the development of metacognition supports the progress of the most able.
- Provision outside the classroom includes a range of enrichment activities off site through links with other primary schools and secondary schools.
- Booster classes for most able pupils run in year 6.

More detail about provision for most able pupils can be found in the staff guidance document.

## Roles and responsibilities

Class Teachers are ultimately responsible for the progress and attainment of all their pupils. Class Teachers will:

- take steps to identify the Most Able pupils using the methods identified in this policy
- assess the progress of the Most Able pupils through normal classroom and whole school assessment cycles
- plan and implement appropriate provision for most able pupils
- deploy TAs effectively and ensure they are familiar with the strategies and techniques that they may use when working with the Most Able
- review provision regularly

The ‘Most Able’ leader will:

- ensure all staff involved with identified children know of their particular needs
- update colleagues on best practice or new initiatives as they arise and to meet staff CPD needs
- monitor the progress made by the children. Track their progress half termly and analyse data in detail termly, providing a report to the headteacher.

- Feedback results from data analysis to staff, including names of pupils not making the expected progress.
- ensure that provision for the Most Able is reflected in scrutiny and moderation activities, pupil conferencing, lesson observations, work sampling and Pupil Progress Meetings.
- Liaise with other agencies to provide depth of learning opportunities.

## Working in partnership with parents

The school actively promotes a culture of a school-parent partnership in order to enable each child to reach their full potential. Parents are warmly welcomed to speak to their child's Class Teacher, the Assistant Head for Inclusion, Head of School or Headteacher through the school year to discuss any matter.

## Appendix 5 Guidance for Young Carers

At Penbridge we believe that all children and young people have the right to an education, regardless of their home circumstances. When a young person looks after someone in their family who has a serious illness, disability or substance misuse problem, he or she may need a little extra support to help him or her get the most out of school.

Our Young Carers policy will ensure that we are able to relieve some of the worries which young carers in our school may have about home and their school work.

Our school will:

- Designate a member of staff to have special responsibility for young carers. This will be the SENDCo.
- Make sure everyone in our school is aware of who is the designated teacher for Looked After Children (LAC) and young carers.
- Be accessible to parents who have mobility and communication difficulties and involve them in parents' evenings and other school events.
- Run a session on the challenges faced by young carers in PSHE lessons when appropriate.
- Be sensitive towards young carers' needs as they don't always want their peers to know.
- Give relevant information to the young person about Young Carers about what advice and support is available.
- Pass information on to relevant colleagues but at the same time respecting the right to privacy. We will only share information about the young person and their family with people who need to know.
- Liaise with appropriate agencies i.e. local Young Carers support group, social services.
- Look at alternatives if a young carer is unable to attend out of school activities due to their caring role (this will be discussed sensitively with the pupil and their parents).