

Britannia Education Trust



SEND & Inclusion Policy

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional interventions and support cannot compensate for a lack of good quality teaching”
(Code of Practice 2014)

Adopted by Trustees: June 2017

Last review: March 2022, Spring 2023, Spring 2024, Spring 2025, Spring 2026

Due for Review: Spring 2027

Chair of Trustees: Helen Fernandes

Persons Responsible: Linda-May Bingham, Executive Headteacher/CEO
Judith Ferreira, SENCo

Britannia Education Trust Ethos and Values

Our children will thrive within an ethos of Inclusion, Creativity and Excellence forming values and qualities that will equip them for life.

Our ethos and values underpin our approach to Special Educational Needs:

Aim: To allow all pupils to access education irrespective of their needs, disability or medical condition.

Rationale

At Britannia Education Trust [BET] we recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils at some time in their school career experience difficulties that affect their learning. We recognise that these may be long or short term, however, all pupils can learn if they receive good teaching (EEF). At BET we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve their full potential. BET aims to provide all pupils with the opportunity to achieve their very best academically, emotionally and socially through:

- Raising the aspiration and expectations for all pupils with SEND
- Providing high quality teaching and learning to enable pupils to acquire the skills and knowledge relevant to their future
- Enable pupils to become active, responsible and caring members of the school and wider community
- Ensuring that every pupil feels safe and happy at school

Definitions of special educational needs and disability

Latest legislation states that a child with SEND “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”. According to the SEND Code of Practice 2015: “A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.”

There are four broad areas that give an overview of the difficulties that pupils may have. However it is important to note that a pupil’s needs may cross one or more of the following:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

See Appendix A: SEND Information Report.

Objectives:

- To identify and provide for pupils who have special educational needs .
- To work within the guidance provided in the SEND Code of Practice, 2015.
- To operate a “whole school” approach to the management and provision of support for special educational needs. Every teacher at BET is a teacher of every child including those with SEN.
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the Inclusion Team to implement the SEND Inclusion Policy and monitor children with SEND.
- To provide support and advice for all staff working with special educational needs pupils.
- To work closely with parents and liaise with them about the needs and targets of their children.
- To place the child at the centre and include their views about their own learning.
- To have an inclusive assessment procedure in place to track progress and inform future planning.

The SEN Code of Practice (2015) describes a 'Graduated Response' to identifying and removing barriers to learning in order to put effective special education provision in place. This is also referred to as the 'Assess, Plan, Do, Review' process.

See Appendix B: Local Offer & Interventions

Meeting Diverse Needs

At BET we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.
- Early identification and provision for children with Language Needs through purchasing the support of part-time Speech and Language Therapists.
- Buying in support from outside agencies such as Educational Psychology Service and the Professional Dyslexia and Dyscalculia Service.
- Early identification and provision for children with sensory needs as well as fine and gross motor needs.

Potentially vulnerable groups

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- See policy - Supporting Pupils with Medical Conditions.

- Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed.
- Individual healthcare plans can help to ensure that schools effectively support pupils with medical conditions. They provide clarity about what needs to be done, when and by whom. They will often be essential, such as in cases where conditions fluctuate or where there is a high risk that emergency intervention will be needed, and are likely to be helpful in the majority of other cases, especially where medical conditions are long-term and complex. However, not all children will require one. The school, healthcare professional and parent should agree, based on evidence, when a healthcare plan would be inappropriate or disproportionate. If consensus cannot be reached, the headteacher is best placed to take a final view.

Promoting and Supporting Inclusion

The Headteacher and Special Educational Needs Co-ordinator (SENCo) are responsible for coordinating the educational provision for children with SEND.

The development and monitoring of the school's work on Inclusion will be undertaken by the leadership team and monitored by the governing body.

The school's **Inclusion team**, consisting of the SENCo, SENCo Facilitator, members of the trust's leadership team and the Counsellor communicate regularly to discuss children and families of concern.

Roles and responsibilities

The role of the Headteacher and Senior Leaders:

- To ensure the policy is being administered within the school
- To support all staff in the administration of the policy
- Review impact of policy in line with new legislation •
- Review training needs for all staff

The Role of the SENCo:

The SENCo is non-class based and supports pupils and families where there are educational or other needs. The SENCo is responsible for:

- The day-to-day implementation of the SEND policy.
- Overseeing the records of all children with SEND.
- Support for teaching staff in the delivery of an appropriately differentiated curriculum within the class.
- The management of support staff and the co-ordination of their timetable.
- Liaising with and supporting parents of children with SEND
- Contributing to the training of staff.
- Liaising with external agencies and representatives of the LA.
- Liaising with secondary schools/transitions to another school
- Liaising with the SEND Link Governor and where necessary the Governors' Curriculum Committee.
- Attending Network meetings and disseminating information to the school staff.
- Securing funding for children who require additional support.
- Annual Reviews of pupils in receipt of funding to monitor their progress and provision and liaise with the staff, parents and local authority.

- Making applications or contributing to applications for Education Health and Care Plans (EHCP) where needed.
- Managing the schools responsibility for meeting the medical needs of pupils.

The Role of the Class Teacher:

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Adapting teaching to meet the needs of all pupils.
- Reviewing and setting targets for Individual Learning Plans.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Seeking and taking account of the pupil / parent carer.
- Ensuring they follow this SEN policy.

The Curriculum

- SLT ensures that all children have access to a broad, balanced curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs.
- Learning opportunities are absorbing, rewarding and effectively differentiated and the teaching styles are diverse.
- Staff avoid isolating children they are supporting, and encourage peer tutoring and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate.
- Alternative methods of responding or recording are planned for where appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty may access the curriculum through specialist resources such as ICT.
- Work for visually impaired pupils is provided with a larger font and sloping boards and coloured overlays are also provided, in consultation with specialist teachers.
- Teachers respond to issues of language and other disability equality issues, listening to disabled pupils and those identified with additional needs, giving them a voice.
- SEND learners are identified as working within 4 categories: Formal, Semi-formal Challenge, Semi-Formal Explore, and Pre-formal
- Formal learners are supported within their classroom by the class teacher and TA either one to one or in a small group - these children are learning at 'their stage not age'
- Semi-formal Challenge learners have a hybrid learning between their mainstream class and the SEND classrooms depending on their lesson and needs, they access parts of the national curriculum or EYFS within their interests and take part in more individualised and differentiated tasks
- Semi-formal Explore learners are working within the pre-key stage standards through a completely individualised curriculum and their own interests as well as elements of learning through play and multi-sensory learning opportunities
- Pre-formal learners are not yet accessing any formal curriculum and are assessed using the engagement model. Their learning is highly individualised and sensory/play based.

Measurement of Progress

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. They include:

- Class teacher's assessment files;

- The objectives in the National Curriculum (2014) and those in the Foundation Stage profile.
- Other screening and assessment tools include: 'Diagnostic Test for Word Reading Processes, Towre 2, RML assessment, YARC, SWST, SENT-R, Sandwell Numeracy Test;
- Observations of behavioural, emotional and social development
- Assessments by a specialist service, such as Educational Psychology Service, identifying additional needs.
- Observations and assessments made by outside agencies including Speech and Language Services, Occupational therapy and LCIS (Language, Communication and Interactive Service)
- Children working below their peers have their progress tracked against the pre-key stage standards.
- Children not yet accessing a formal curriculum at all are assessed using the engagement model. Specialist SEND staff complete observations to assess their engagement with familiar lessons and activities in the areas: exploration, realisation, anticipation, persistence and initiation

Monitoring:

- Class teachers will monitor the progress of each child;
- Additional monitoring will be carried out by all those involved with the child;
- Significant achievements and difficulties will be recorded;
- The SENCo and SENCo Facilitator will look at the monitoring information on a termly basis and make appropriate adjustments to the provision;
- The inclusion team will meet regularly to discuss pupils of concern.
- ILP targets will be reviewed termly by the class teacher. Some pupils may need more frequent reviews and the SENCo will support in the review process.
- Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.
- As part of the review process, the SENCo and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a period of two terms, the child continues to have significant needs which are not being met by current interventions. Provision at this level always includes the involvement of **specialist services**. See Appendix B: Local Offer. These services could provide:
 - Advice to the school about targets and strategies, specialised assessment or some direct work with the child;
 - In some cases work alongside staff in school for a limited time;
 - Contribute to the planning, monitoring and reviewing of the child's progress;
 - Training for staff through individual support/group support/whole staff;

Evaluating the success of the SEND and Inclusion Policy:

- Every year, school leaders analyse the data we have on the percentage of our pupils with very low attainment at the end of key stage 2, compared to the percentage in similar schools
- Data on behaviour: major behaviour incidents and exclusions (including lunchtime exclusions) is also analysed.
- New targets for the year ahead are set, aiming to: reduce the percentage of children with very low attainment; a reduction in behaviour incidents and exclusions; a reduction in numbers of non-attendance and lateness.

Admission procedures (from reception to year 6)

- We have adopted the local authority's admissions policy and admission criteria
- The local authority allocate pupils to our schools
- We adhere to the local authority's Fair Access Protocol for mid-phase admissions.
- Once allocated by the local authority and prior to starting school, parents fill in a detailed admission form which supports our schools in recognising pupils who may have additional needs. Families may then be contacted by the SENCo for further information.

- Children identified prior to joining our school, as having additional needs may be matched to a class to ensure a balance of both provision and opportunity.
- Liaison with pupil's former school (where necessary), with existing school staff, admissions conferences with parents/guardians and collation of information from support services are the overall responsibility of the SENCo.
- Prior to starting school, parents/carers of children with an EHCP or pending EHCP are invited to discuss the provision that can be made to meet the identified needs.
- Children identified as having SEN may transition into school over a period of time during which they would gradually work towards full time attendance.
- Disclosed, diagnosed medical conditions are followed up and relevant support is put in place as required, liaising with the School Nurse.

Admission procedures for nursery provision

As above, applications are made directly to our schools.

Education, Health and Care Plans (EHCP)

EHC Plans are for children who require significant support from education together with significant support from health and/or social care. The purpose of the plan is to describe the support a child will receive across different services in order for the child to achieve set goals. In Newham it is recognised that some children's needs can be met without an EHCP however, additional funding cannot be allocated without an EHCP. Parents are entitled to request an EHCP from the Local Authority.

SEN Budget

Newham Local Authority has delegated the SEN budget to schools. Schools can receive additional funding through the banding system allocated within a child's EHCP. There is a separate application process to apply for funding for nursery pupils. The budget is used flexibly to maximise the resources at the school's disposal. This would include funding for: staffing, buying in expert services (EP, SLT), classroom resources, trips, venue hire, bus hire, computer software, sensory equipment, etc.

Building adaptations and special facilities

Britannia Village Primary School	Royal Wharf Primary School
We have a relatively new building (1999) built on 2 levels. The design of the school takes into account current disability access legislation. Toilets are based on both floors and some toilets have specific disabled access. There is a hygiene room with showering facilities. We have clear markings on steps and corridor walls for all visually impaired pupils. There is a lift for access to the first floor.	We have a brand new building (opened in September 2020) which is fully accessible. The building is on 3 levels with accessible toilets on each floor, a large hygiene room and a lift.

Both schools have an accessibility plan.

Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (date 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Children and Families Act 2014
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on supporting pupils at schools with medical conditions April 2014
- The National Curriculum in England KS1 & KS2 (2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Glossary of Terms

Annual review: the review of an EHC plan which the local authority must make as a minimum every 12 months.

Care Plan: A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition. The Plan will be agreed with the child's parent or the young person and may be contained within a patient's medical record or maintained as a separate document. Care Plans are also maintained by local authorities for looked after children – in this instance the Care Plan will contain a Personal Education Plan in addition to the health and social care elements.

Child and Adolescent Mental Health Services (CAMHS): These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

Early Years Foundation Stage (EYFS): The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

EAL: The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is not English.

Education, Health and Care plan (EHC plan): An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

GAT (Gifted, Able and Talented):

Gifted: Refers to pupils who achieve, or have the ability to achieve *significantly* above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.

Able: Refers to pupils who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

Talented: Refers to pupils who achieve, or have the ability to achieve, *significantly* above average in art, performing arts, and physical educations.

Graduated approach: A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Local Offer: Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

National curriculum: This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

Ofsted: Office for Standards in Education, a non-Ministerial government department established under the Education (Schools) Act 1992 to take responsibility for the inspection of all schools in England. Her Majesty's Inspectors (HMI) form its professional arm.

EEF (2020) Special Educational Needs in Mainstream School Guidance Report.