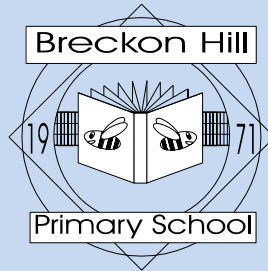


# Breckon Hill Primary School



## INCLUSION POLICY

### Incorporating The School Offer

*in compliance with  
Statutory Instrument : Special Educational Needs (Information) Regulations  
(Clause 65)  
and  
Special Educational Needs and Disability Code of Practice (2014)*

## Compliance with legislation

This policy is a statement of the arrangements for Inclusion at Breckon Hill Primary School. It has been written in response to the Special Educational Needs Code of Practice (effective from 2014), the Special Educational Needs and Disability Act, and the National Curriculum 2014.

The SEND Code of Practice: 0 to 25 Years is the statutory guidance that organisations in England, including Breckon Hill Primary School, have a duty to follow. It relates to Part 3 of the Children and Families Act (2014) and its associated regulations. Education, Health and Care Plans for 0-25-year-olds (EHCP) have replaced Special Educational Needs Statements, and will set out in one place all the support families will receive, giving parents and young people the offer of a personal budget.

## Aims and objectives

As a school we are committed to giving all our pupils every opportunity to achieve the highest of standards. We are an inclusive school. This means that equality of opportunity must be a reality for all our pupils. We make this a reality through the attention we pay to the different groups of children within our school:

- Minority ethnic and faith groups.
  - Children with SEN.
  - Girls/boys.
  - Looked After Children.
  - Children with medical needs.
  - Children who need support to learn English as an additional language.
  - Children who have physical disabilities.
  - Gifted and talented children.
  - Children who are at risk of disaffection or exclusion.
  - Children from who are from socially disadvantaged and deprived families.
  - Children from who are from families who are seeking asylum.
  - Children who are the victim of neglect and/or physical, emotional and sexual abuse.
  - Children suffering from emotional and mental health issues.
- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
  - Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
  - Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
  - English as an Additional Language (EAL) is not considered a Special Education Need but is an additional need and therefore differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
  - We focus on individual progress as the main indicator of success.
    - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up, these children will make up our Additional Needs Register and their provision will be monitored half termly in order to show impact and close the gap in progress and attainment.
    - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain **and make progress in line with their peers**. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Leader (Mrs Helen Chapman).

The Inclusion Leader is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

**All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners** – specifically, all teachers and teaching assistants are educators of pupils with additional needs, special educational needs and EAL. The staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The National Curriculum 2014 is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We do this through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

At Breckon Hill Primary School, we provide education for all pupils through a variety of access strategies, including appropriate differentiation, setting, and the provision of resources and facilities as necessary. All pupils' individual needs are considered and a range of flexible responses are available to accommodate and value their diversity. When planning their work, teachers take into account the abilities of all the children. When the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. When necessary we also support learning through appropriate external specialists. In such cases, staff work closely with these agencies to support the child.

Teachers ensure that children:

- feel secure and know their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate to their religious background;
- are taught in groupings that allow them to all experience success;
- use materials that reflect a range of social and cultural backgrounds without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully with appropriate regard to disabilities or medical needs;
- work in partnership with parents and carers.

### **Monitoring, evaluation and review**

In order to determine the effectiveness of this Policy, it is necessary to monitor and evaluate its impact. This will be achieved by the Head Teacher and the Inclusion Leader who will monitor and evaluate the effectiveness of the Inclusion Policy by:

- monitoring and analysing of data to ensure individual pupils are meeting their targets;
- consultations with parents/carers and pupils;
- monitoring the recording of provision and the writing of Sen Support Plans for children with an EHCP or High Needs Funding;
- monitoring of behavioural, racial and bullying incidents;
- monitoring of absence and lateness data.

## **Working with the Local Authority**

All local authorities must provide children and young people with special educational needs and/or disabilities, and their parents/carers, with information and advice about these matters and social care. This support should be provided through an information, advice and support service which should be impartial, confidential and accessible. The Local Authority 'must take steps to make these services known to children, their parents and young people'. Local authorities are to publish a 'Local Offer' showing the support available to all children and young people (aged 0-25) with special educational needs and disabilities in the area. This will mean greater transparency so that children, young people and families will know what help they can get ([localoffer.middlesbrough.gov.uk](http://localoffer.middlesbrough.gov.uk)). Our Inclusion and SEND policy is to work actively to support the improved cooperation between local authorities and health services, to ensure education, health and care services for children and young people with special educational needs and disabilities are jointly planned and commissioned.

Breckon Hill Primary School will publish information about what support we can provide for children and young people (aged 3 -11) with special educational needs and disabilities, otherwise known as the 'School Offer'. We will comply with our duties under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. We will comply with our wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

*'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff' (SEND Code of Practice Ch6.36)*

The SEND Code of Practice (Ch6.16) also states that 'schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.' In Breckon Hill Primary School, this assessment process is ongoing and monitors closely progress and attainment on a half termly basis.

- The school will ensure that teachers deliver a 'graduated approach' using an appropriate and effective system and monitoring programme suited to the individual child's needs and reviewed half termly. The 'graduated approach and 'quality first teaching' will be classed as Universal, Targeted or Specialist depending on the child's need.
- We will consider any evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
- We will make use of a range of information and associated training on appropriate interventions for pupils with specific learning difficulties

Furthermore, all professionals at Breckon Hill Primary School, under the leadership of the Inclusion Leader, will listen to parents' concerns about their child's development. They will also listen to and address any concerns raised by children and young people themselves. *'The support provided to an individual should always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software'.* (The SEND Code of Practice Ch6.27)

### **Universal Support** (No classification)

Quality first differentiated classroom teaching with teachers who understand the process of learning, and can adapt their teaching according to different children's learning needs while supporting the whole school ethos which respects individuals' differences and promotes good communication between teachers, parents and pupils. There will be access to additional learning programmes and resources to support development of key skills and strategies for independent learning. Where pupils make less than expected progress given their age and individual circumstances, despite responding with high quality teaching aimed at their areas of weakness, the class teacher, working with the Inclusion Leader, will assess whether the pupil is in need of targeted or specialist support.

### **Targeted Support** (Additional Needs classification K)

Staff will use targeted interventions in small groupings.

**Specialist Support** (Special Educational Needs &/or Disability (*SEND*) classification P)

Assessment and/or provision for children with special educational needs has been provided through the use of outside agencies, for example, Speech and Language, Child and Adolescent Mental Health Service, Educational Psychology Service, Hearing Impairment Service and many more.

**Additional Specialist Support**

It may be decided that a small number (but not all) of the pupils on the SEND register will require High Needs Funding, for which an application has to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. High Needs Funding will be spent within one financial year, in order to meet the child's special educational needs. An application will be made to the Local Authority, taking into account the success criteria and SEND Descriptors published as part of the Local Offer.

**Education Health and Care Plan**

Where a pupil has a significant, severe, sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHCP). The EHCP is a statutory assessment and will be reviewed annually. For further information see the Middlesbrough Local Offer ([localoffer.middlesbrough.gov.uk](http://localoffer.middlesbrough.gov.uk)).

## Breckon Hill Primary School



***Meeting the Needs of Vulnerable Learners and Pupils with Special Educational Needs and Disabilities (SEND)***

### The School Offer

Breckon Hill Primary School is an inclusive school and may offer the following range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.

The range of support deployed will be tailored to individual need following thorough assessment by internal and/or external agencies and according to resourcing/funding available to school. It is designed to promote pupils working towards becoming independent and resilient.

#### Information and Guidance

##### Who should I contact to discuss the concerns or needs of my child?

Class teacher

Is responsible for:

- adapting and refining the curriculum to respond to strengths and needs of all pupils;
- assessment and monitoring the progress of your child and identifying, planning and delivering differentiated in class support;
- communicating with parents/carers to pass on any concerns they have with regards to your child;
- applying the school's Inclusion Policy.

If you have concerns about your child you should speak to your child's teacher first. You may then be directed to the Inclusion Leader.

Inclusion  
Leader/SENCO  
Mrs Helen Chapman

Is responsible for:

- coordinating provision for children with additional needs;
- coordinating provision for children with Special Educational Needs and/or disabilities;
- coordinating provision for children with medical needs;
- developing, implementing and monitoring the school's inclusion Policy.

Ensuring that parents/carers are:

- involved in supporting their child's learning and access;
- kept informed about the range and level of support offered to their child;
- included in reviewing how their child is doing;
- consulted about planning successful movement (transition) to a new class or a new school;
- liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties;
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about reaching a range of needs;
- ensuring any medical needs are catered for in school and staff working with your child are aware of any such needs.

<p>Head Teacher Mrs Cherry Diemoz</p>	<p>Is responsible for:</p> <ul style="list-style-type: none"> <li>the day-to-day management of all aspects of the school, including the provision for pupils with additional needs or SEND.</li> </ul>
<p>SEND Governor</p>	<p>Is responsible for:</p> <ul style="list-style-type: none"> <li>supporting the school in evaluating and developing quality and impact of provision for pupils with additional needs or SEND across the school.</li> </ul>

## Assessment, Planning and Review

### How can I find out about how my child is doing?

Ongoing monitoring by the class teacher identifies pupils who are not making progress, are not at Age Related Expectations (ARE) and who have behaviour needs which are affecting their ability to engage in learning activities.

After discussions with key staff and parents, additional strategies may be put into place to provide enhanced resources, targeted small group or individual support to help overcome any difficulties. The views of the pupil about their support will be given consideration at this stage.

This additional support will be documented in a Provision Map.

In consultation with the Inclusion Lead and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address, and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

Regular meetings are held to discuss progress. Some reviews may be more formal where parents, relevant external agencies and, when appropriate, pupils are invited and their contribution valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded.

If your child is continuing to have significant difficulties, further external expertise may be requested. Further details about this process will be explained in the Middlesbrough Local Offer, available on the Middlesbrough Council Website.

### Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Inclusion Leader will inform you about eligibility and applications for these arrangements.

## Curriculum and Teaching Methods (including groupings and interventions)

### How will teaching be adapted to meet the needs of my child?

We plan, deliver and monitor 'Quality First' teaching. Teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed settings to maximise learning opportunities for all. This will also include extension activities for the more able children.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support. Some interventions may change as needs are identified.

Best practice indicates that teaching assistants should be used to facilitate and support the pupil towards a model of independent learning and should never be used as simply the child's 'extra helper'.

### **Intervention**

Where pupils are meeting National Curriculum expectations and making good progress, they are likely to receive support via Quality First teaching and in-class differentiation. Priority will be given to those pupils who are not on track in terms of National Curriculum attainment or who are not making satisfactory progress.

### **Access to learning and the curriculum**

Access to learning support:

- In all year groups
- Regular small group intervention programmes
- Learning support groups
- Intensive programmes for key literacy and numeracy skills
- Intensive programme to support working memory
- Intensive programme to support early communication
- Appropriate training for staff to meet children's needs

Strategies to support speech and language:

- Advice from Speech and Language Therapist disseminated to and followed by teaching staff
- Support staff attend Speech and Language appointments when it is appropriate
- Specific differentiation or modification of resources

Strategies to support and develop English:

- One to one reading with a member of staff
- Guided reading in the class
- Reciprocal reading in the class
- Regular teaching of phonics in the class
- Catch up phonics programme
- Small group intervention programmes in reading and writing
- Additional English teaching in selected years to facilitate provision of additional small English groups
- Access to a specialist dyslexia teacher to support children and offer advice to teachers and parents
- Hand writing intervention groups
- Use of IT Software programmes designed to support reading and writing

Strategies to support and develop Maths:

- Small group intervention programmes
- Additional maths teaching in selected years to facilitate provision of additional small maths groups
- Access to a specialist maths teacher to support children and offer advice to teachers and parents
- Use of IT Software programmes designed to support maths

Provision to support access to the curriculum:

- Close monitoring through assessment to identify need
- Differentiated curriculum
- Intervention groups where applicable
- A range of resources which meet the needs of a range of learning styles and needs.

Strategies to support independent learning:

- Timed tasks and short challenges
- Visual resources
- Clear success criteria
- Mentoring by teaching or support staff
- Homework club
- Differentiated activities
- Extension activities for all curriculum subjects



**Pastoral Support**

Strategies to support the development of pupils' social skills and enhance self-esteem:

- Mentoring
- Lunchtime activities
- Small group programmes to support social, emotional and communication skills
- Play and behaviour therapy

Strategies to reduce anxiety and promote emotional wellbeing (including communication with parents):

- Transition support
- Photo stories
- Play and behaviour therapy
- Outside agencies working with children in school
- Regular contact and liaison with parents/carers via class assemblies, meet the parents week, celebration assemblies, parent groups, transition meetings, SEN meetings, meetings involving school staff and external professionals.

Strategies to support behaviour:

- School rewards and sanctions system set out in the school's Behaviour Policy
- Reward charts
- Mentoring
- Play and behaviour therapy
- Trained staff supervising during breaks and lunchtimes

Assessment, Provision, evaluation and next steps:

- Termly reviews with parents and annual school report
- Pupil progress reviews half termly to inform future needs and close any gaps
- Individual assessment reported half termly to inform future needs and close any gaps.
- Provision reviewed termly for all children on the Additional Needs Register to check for impact, inform future needs and close any gaps
- SEN Support Plans for all the children with an EHCP, EHCP application, receiving high needs funding, reviewed termly for future needs and close any gaps

**Accessibility – getting about**

Access to strategies to support occupational and physiotherapy needs:

- Advice from professionals disseminated and followed
- Use of recommended equipment
- Exam arrangements e.g. modified print, extra time
- Physiotherapy and occupational therapy programmes

Access to modified equipment and digital technology:

- Specialist equipment as required on an individual basis
- Software to support learning
- Laptop and tablets as appropriate to age and need

Accessibility for children and adults with physical disabilities:

- The School is a one storey building and is fully wheelchair accessible.
- There are 3 disabled toilets in school they are located strategically to include all areas.
- One disabled toilet, located next to the Sports Hall includes a shower.
- There is a sound field located in the school reception area.

Access to Medical Interventions:

- Use of individualised Health Care Plans (HCPs)
- First Aiders
- Referrals to medical professionals
- Referrals to the school nurse

Communication with Professionals and Parents:

- Appointments made with the inclusion leader
- Referrals to outside agencies, parents are informed at all times
- Meetings held with outside agencies to keep parents informed and enable them to share their views.

External Agencies

The School works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- School Nursing Service
- Speech and Language
- Educational Psychology
- Common Assessment Framework (CAF) Team
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational/Physiotherapy Services
- Paediatric Services
- Voluntary agencies
- Social Care
- Pupil Referral Unit (for assessment process)

There is also support for children with special educational needs and disabilities (SEND) available through Middlesbrough Council (<http://www.middlesbrough.gov.uk>)

### **Staffing Expertise**

#### **How skilled are staff in meeting the needs of my child?**

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with special educational needs and disabilities, including training in Autistic Spectrum disorders, how to support working memory, reading recovery, speech and language to give some examples.

#### **In house bought in services:**

- Child and Adolescent Therapy Solutions
- Specialist Dyslexia teacher

### **Transition**

#### **How will school help my child move to a new class or a different school**

When children move to another school, we will contact the school SENCo and share any information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible.

When children move class within school, a meeting will take place with the existing and the new teacher to discuss any special arrangement and support that has been made to help your child to achieve their learning goals.

When your child moves from Year 6 to Year 7, we will contact the school SENCo and share any information about special arrangements and support that has been made to help your child achieve their learning goals. In addition there will transition visits to the new school. In some cases additional multi-agency meetings may be arranged to create a more detailed transition plan and this may also include extra visits to the new school.

#### **Who do I talk to if I am unhappy with my child's support or progress?**

- Class teacher
- Inclusion Leader
- Head Teacher

School telephone number: 01642 243044

Email: [contact@breckonhillprimary.co.uk](mailto:contact@breckonhillprimary.co.uk)

**Further information about support and services for pupils and their families can be found in The Local Authority Local Offer - ([localoffer.middlesbrough.gov.uk](http://localoffer.middlesbrough.gov.uk))**

## Triggers.

### Early Years and Foundation Stage (EYFS)

Children working in EYFS have a Baseline assessment established on entry to Nursery and seven weeks following transfer to Reception. These attainment records are regularly updated and form the basis for monitoring the progress of individual children. If a child is identified as having additional needs or special educational needs, the Early Years practitioners devise interventions, which are additional, or different from those provided as part of the settings usual curriculum and strategies. Parents are kept informed and advised on ways they can support their child. If necessary, advice is sought from, or children are referred to, the Cleveland unit for further assessment.

### Key Stage 1 and Key Stage 2

Children are expected to make 6 steps progress over the course of the year if they are at age related expectations. If a child is below age related expectations, they will need to make at least 7 steps progress over the course of the year, in order to close the attainment gap. If a child is not making progress, then there will be additional provision put in place.

In the continuous cycle of planning, teaching and assessment teachers and support staff make regular judgements about children's performance in relation to the appropriate age related bands in the areas of learning, in EYFS, Key Stage 1 and Key Stage 2.

### Triggers to place children on the SEND Register.

If a child is persistently not making expected progress despite receiving targeted support it will become necessary for the child to be assessed by an expert professional. At the moment, the specialist literacy teacher and the Educational Psychologist are able to carry out assessments which flag up a child's strengths, needs and overall cognitive ability. This may show that he/she has a moderate, specific or severe learning difficulty. If this is the case the child will be placed on the Special Education Needs &/or Disability (SEND) register. They will continue to receive intervention to support their needs, to enable them to make good progress and close the attainment gap. If a child's needs are linked to speech, communication and language, emotional or social issues it may be necessary to refer them to Speech and Language, CATS (Child Adolescent Therapy Solutions), the Educational Psychologist, CAMHS or another outside agency. This may lead to a specific diagnosis of need and the child will be placed on the SEND register. If a child has a physical disability which may hinder their learning and progress in school and if special provision needs to be in place in order for them to make progress, then they will be placed on the SEND register. Children with an Education Health Care Plan (EHCP) and those children receiving high needs funding will have a Non Statutory SEN Support Plan, to be reviewed termly.

### Children who have barriers to learning not necessarily linked to low cognitive assessment or to other diagnosable areas of need can all be Vulnerable Learners, these may include:

- Minority ethnic and faith groups.
- Girls/boys.
- Looked After Children.
- Children with medical needs.
- Children who need support to learn English as an additional language.
- Children who have physical disabilities.
- Gifted and talented children.
- Children who are at risk of disaffection or exclusion.
- Children from who are from socially disadvantaged and deprived families.
- Children from who are from families who are seeking asylum.
- Children who are the victim of neglect and/or physical, emotional and sexual abuse.
- Children suffering from emotional and mental health issues.

These children make up a significant proportion of the Breckon Hill Primary School population and as such their progress and attainment must be closely monitored. All of the children on the Additional Needs and

SEND register will receive intervention in addition to and different from differentiated classroom practice. The children on the Additional Needs Register will have their intervention monitored half termly in pupil progress meetings and the recording of provision. This will identify what has been successful in closing the gap. Children on the SEND register will also have their intervention monitored half termly in pupil progress meetings and the recording of provision. In addition they will have external documentation stored electronically, such as cognitive assessments or educational psychologist reports etc. These will be forwarded to other educational establishments if the children move primary school or when they transition to secondary school.