



# Rosh Pinah Primary School

## **SEND & Inclusion Policy**

Ratified by Full Governing Body: July 2018

## **Rosh Pinah Primary School**

Rosh Pinah Primary School promotes the inclusion of all members of the school community – pupils, parents, staff and governors according to Zionist, Modern Orthodox Jewish practice. Our 'Admission Policy' positively promotes inclusion and does not discriminate against any children and /or families if they fulfil the admissions criteria and the school can meet their varied needs.

We believe that all children, including those identified as having special needs, have a common entitlement to a broad, balanced academic and social curriculum. This should be accessible to them and should fully include them in all aspects of school life. We have the highest expectations of all children.

### **Inclusion involves three principles**

1. Setting suitable learning challenges
2. Responding to diverse learning and other needs
3. Overcoming potential barriers to learning in order that all members of our diverse school community can participate in all areas of school life as fully as possible

***The new SEN Code of Practice 2014 is part of the Children and Families Act which has changed the legal requirements for children and young adults up to the age of 25 with Special Educational Needs.***

### **Aims and Objectives**

- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2014, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, Equality Act 2010, Working Together to Safeguard Children 2013, supporting pupils at school with medical conditions 2014.
- To provide full access for all children to a broad, balanced and relevant curriculum.
- To ensure that the needs of young people with SEN are identified, assessed, provided for and regularly reviewed to improve outcomes.
- To enable young people with SEN to achieve their potential.
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child and be fully involved in decision making.
- To take the views, wishes and feelings of the young person into account.
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND.

### **Definitions of Special Educational Needs & Disability (SEND)**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age;  
or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (clause 20 Children and Families Bill).

### **Single Category of SEND**

Under the new SEND Code of Practice 2014 – the new approach to identify SEND will be through a single school based category known as ‘SEN Support’. Some ‘SEN Support’ pupils may have more complex needs and require an ‘Education, Health and Care Plan’.

Different categories of SEND pupils are as follows:

**(a) Cognition & Learning needs include:**

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD) and
- Profound & Multiple learning difficulties (PMLD)

**(b) Social, Emotional & Mental Health needs**

**(c) Communication & interaction needs include:**

- Speech, language & communication needs and
- Autistic Spectrum Disorder (ASD)

**(d) Sensory and / or physical needs include:**

- Visual impairment VI
- Hearing impairment HI
- Multi-sensory impairment MSI and
- Physical disability PD
- Other difficulty / disability

### **SEND Register**

- A special education needs register is kept by the school and when identified as having SEND, a child is placed on the register.
- Most children’s need can be met through Quality First Teaching (QFT) which includes differentiation and a wide range of specialist resources. Children with greater needs will be placed on the SEND register. These children will go through the process of ‘Assess, Plan, Do and Review’.

### **Identification & Assessment**

- SEND pupils may be identified through the teachers’ observations and assessment, SEND areas of needs, standardised assessments (Baseline, SATS etc.), target setting, parental / carers concerns or the students own observations or by external agencies.

### **Graduated Approach (Assess, Plan, Do and Review Cycle)**

At Rosh Pinah we use a four- part cycle, known as the graduated approach, this is also known as ‘Assess, Plan, Do, Review’ to support pupils with SEND.

## **Assess**

- Early identification of need is vital so that interventions can improve the long-term outcomes for pupils. Some difficulties only become evident as children grow so all staff must be alert to emerging difficulties and respond early.
- Assessment is an ongoing process in all lessons by all staff working with the child. Teachers meet with the Senior Leadership Team every half term to discuss the progress of all pupils in their class. Rigorous tracking identifies pupils who are making “less than expected progress”. This is defined as:
  - (a) Progress that is significantly slower than that of their peers starting from the same baseline
  - (b) Fails to match or better the child’s previous rate of progress
  - (c) Fails to close the attainment gap between the pupil and his/her peers
  - (d) Widens the attainment gap
- The identification and assessment of the special educational needs of pupils whose first language is not English, requires particular care. Where there is uncertainty about a child, a teacher will look carefully at all aspects of the child’s performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from a special educational need. First language assessments are the first step in this process.
- For pupils arriving from a different school who have already been identified as having SEND, this information is transferred from their previous setting and support is put in place if necessary.

## **Plan**

The class teacher and the Assistant Head (Inclusion) will then use information from assessment to:

- (a) Provide starting points for the development of an appropriate curriculum
- (b) Identify and focus on actions to support the pupil within the class
- (c) Ensure that ongoing observations and assessments provide regular feedback about the child’s achievements and experiences to form the basis for planning the next steps of the child’s learning
- (d) Provide a specialist intervention if needed

At this point SMART targets will be written for the pupil, they will be placed on the SEND register and parents will be informed.

## **Do**

Once targets have been identified, the Assistant Head (Inclusion) and the child’s class teacher will decide on the action needed to help the pupil progress. This may include:

- (a) Different learning materials or specialist equipment
- (b) Additional adult support in class from the teacher or TA
- (c) Some group or individual support, which may involve small groups of pupils being withdrawn to work with the class teacher or TA
- (d) Being part of an intervention group such as Doodle Maths, Reading, Writing or intervention to develop speech, language, inference and deduction skills
- (e) Regular staff development and training to ensure that strategies are effective for all pupils

## **Review**

At half termly meetings between teachers and SLT it will be discussed as to how the pupil is progressing towards their targets and in their learning. These targets will be monitored by the Class Teacher, Teaching Assistant and Assistant Head (Inclusion). At this point 3 things may happen:

- (a) The pupil is making good progress but still needs further support and targets to ensure they are meeting their full potential. The Assess, Plan, Do, Review cycle starts again and new targets are written
- (b) The pupil has made good progress and no longer needs further targeted support. At this point they will be removed from the SEND register and parents will be informed (pupils will continue to be monitored as part of the whole school assessment process)
- (c) The pupil has made little or no progress and the school feels that it is necessary to seek further assessment and advice from an external agency such as Educational Psychology, Speech and Language Therapy, Child and Adolescent Mental Health Services [CAMHS], Paediatrician, Specific Learning Difficulty teacher or Outreach Support from the Advisory Teacher

After a couple of cycles of Assess, Plan, Do, Review, if it is felt that a pupil will need ongoing support the school may request a Statutory Assessment from the Local Authority. This may lead to the pupil receiving an Education, Health and Care Plan (EHCP) or Emergency Funding to further support them with the additional and/or different resources the school is providing for them.

## **EHCP**

- Integrated assessment of education, health and care needs will take place for those children with significant SEN needs that cannot be met using the funding and resources normally available in school.
- An EHCP will be a legally binding document outlining the interventions that an individual child/young person needs and the top up funding that will be provided annually for that child. EHCP will be able to support children until the age of 25.
- Pupils with an EHCP will continue to be monitored in the same way as previously but will also have a statutory annual review.
- Pupils with EHCPs will also be supported to make a smooth transition between schools.
- The Parent Partnership Service will help parents to understand the EHCP assessment procedures.
- Parents / carers can appeal to the SEN Tribunal if the Local Authority refuses to carry out an EHCP assessment.

## **Transition**

- Transition times can be more challenging for SEND pupils and their families than others. The school will ensure through visits to and/or meetings with other educational establishments or Pre-School Nurseries. All necessary information is gathered to add to that provided by parents/carers so that provision is in place to meet the needs of that child prior to entry.
- In Year 6 a special transition programme is used to reduce stress and anxieties. This includes meetings and a comprehensive handover of information to all the feeder Secondary Schools.

## **Able and Talented Pupils**

- At Rosh Pinah, we also recognise that the needs of high achieving pupils should also be catered for and recognised. Our provision for more able and talented pupils may come

through specific and planned opportunities in lessons, at home or through extra-curricular activities.

- As an inclusive school we believe that more able and talented children should be provided not only with differentiated work to challenge and motivate their abilities but also that their learning should impact positively on their peers, raising attainment throughout the school e.g. more able and talented children may lead mixed ability group learning opportunities, feedback their knowledge to the class or take part in investigations at their own level. All of this feeds into an acknowledgement that all children have the right to a personalised learning experience.

### **EAL Pupils**

- At Rosh Pinah we are strongly committed to promote equality of opportunity for all EAL pupils both at an early stage of English language acquisition and more advanced bilingual learners.
- All EAL pupils will have full access to mainstream provision regardless of their proficiency in English.
- Progress of all EAL pupils will be monitored on a regular basis and additional support and intervention will be provided to ensure all EAL pupils make expected progress in line with the Non – EAL pupils.

### **Pupils who are 'Looked After'**

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

The responsibility of the designated teacher for looked after children and the Senior Safeguarding Officer include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- Ensuring that children who are 'looked after' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review
- Discussing feedback from the statutory review (chaired by the independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team
- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making

### **Pupils with Pupil Premium**

- Pupil Premium Grant (PPG) is a special additional grant that schools receive to support the learning of students from low-income families who are either eligible (or have been eligible within the past six years) for Free School Meals (FSM) or are Children in Local Authority Care (Looked After Children) who have been looked after continuously for more than six months.

- At Rosh Pinah we aim to support pupils with Pupil Premium to ensure they make progress at an equal rate to their peers.
- Pupil Premium is also used for a range of specific academic interventions, after school clubs, therapy and sports enrichment for individuals or group of pupils to promote a healthy life-style and develop social, emotional and mental health needs.

### **Disability Discrimination Act**

- At Rosh Pinah, we are committed to providing a fully accessible environment which values and includes, all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and champion a culture of awareness, tolerance and inclusion.

### **Supporting Pupils 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.
- Some may also have special educational needs (SEND) and may have a statement or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.
- Some children may require a Health Care Plan which is monitored and reviewed by the designated member of staff. Copies of Health Care Plans are kept in the school office.

### **Partnership with Parents and Pupils**

- Partnership plays a key role in enabling pupils and young people with SEND to achieve their full potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and will be treated as partners.
- We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs pupils with their parents.
- We inform the parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.
- Through an open-door policy, parents always have access to the Assistant Head (Inclusion) or any member of the Senior Leadership Team (SLT).
- Pupils and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs and the review and transition process.

### **Roles and Responsibilities**

Provision for pupils with special educational needs is a matter for the whole school. The Governing Body, the Head Teacher, the Assistant Head (Inclusion), Class Teacher and the Teaching Assistants, have important day to day responsibilities in identifying and providing the educational support for the pupils who have SEND in our school. ***All teachers are teachers of pupils with special educational needs.***

### **The Governing body**

- Ensure that SEN information will be published annually and updated frequently when changes occur in legislation. The information will include the types of SEN children that are

attending the school, identification and assessment methods, arrangements for consulting parents/carers, the involvement of SEN children in their own target setting, reviewing of progress and support at transition times.

- Monitor the inclusion of SEN children in all aspects of school life including clubs and outside school visits as appropriate.
- Will appoint an SEN Governor who will oversee the implementation of the SEN and Inclusion Policy and monitor the handling of any SEN complaints.

### **The Head Teacher and the Deputy Head Teacher**

- Ensure that the needs of all SEN children are met following the principles and practices outlined in the SEND and Inclusion Policy.
- Will report to the Governing Body on the data collected regarding types and numbers of SEN children, the levels of need and progress made.
- Will allocate roles and responsibilities to all staff including the Assistant Head (Inclusion), Class Teachers and Teaching Assistants so that barriers to learning are minimised.
- In liaison with the Assistant Head (Inclusion) will determine how the schools SEND and other policies can be used to optimise the impact on pupils through the provision of cost effective interventions.
- Will plan, in liaison with the Assistant Head (Inclusion), whole school INSET on areas of SEND, EAL and Able and Talented provision in accordance with the School Improvement Plan.

### **The Assistant Head (Inclusion)**

In line with the recommendations in the SEN Code of Practice 2014, the Assistant Head (Inclusion) will oversee the day –to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipts of High Needs Funding and those with statements of Special Educational Need or Education Health and Care Plans
- Managing and liaising with teachers and other classroom staff involved in supporting vulnerable learners
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need
- Carry our referral procedures to the Local Authority to request High Needs funding and / or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- Overseeing the smooth running of transition arrangements and transfer of information for Year six pupils on the ‘vulnerable learners’ provision map to their high schools
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- Meeting at least termly with each individual teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school’s SEND register

### **Complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Class Teacher, who will try to resolve the situation.



- If the issue cannot be resolved within a reasonable time frame, the parent can contact the Assistant Head (Inclusion). The office will arrange an appointment.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy.

Barnet Local Offer:

<https://www.barnetlocaloffer.org.uk/>