



Isambard Brunel Junior School

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

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 Isambard, special educational needs encompasses those with learning difficulties, physical disabilities and those who are most able.

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 gifted and/or talented
- Children “looked after” by the Local Authority
- Young Carers
- Sick children and those families under stress
- Any pupil whose behaviour places them at risk of exclusion

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, allowing specific, measurable, achievable, realistic and time bound (SMART) targets to be set.
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 delayed or slow progress but we will make every effort to narrow the gap between vulnerable groups of learners and others.



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 Personnel

The Headteacher has overall responsibility for Inclusion throughout the school. The Special Educational Needs Co-ordinator (SENCO) oversees the day to day organisation of SEN including working collaboratively with the Headteacher in the placement of appropriately skilled support staff. They are also the member of staff with responsibility for 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 and
- 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.

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 SENCO 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 collaborates with the Ethnic Minority Achievement Service (EMAs). Staff will be 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 SENCO also liaises with parents, external agencies and Inclusion Manager/ SENCOs from other settings. An up-to-date professional knowledge of Inclusion issues is maintained.



Admission Arrangements

The authority for admissions into Isambard Brunel Junior School is Portsmouth City Council.

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 SENCO liaises with counterparts at both Infant 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 will be carried out on small group work, 1:1 and whole class teaching by the SENCO and members of the SLT to ensure well differentiated, personalised learning is taking place.

For pupils with EAL and particularly those who have newly arrived to the country, the EAL leader will liaise with EMAS to ensure that the correct provision is implemented in a timely manner. 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:

- SEN Support Plan- for those children registered as having 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 Support Plan – for pupils requiring additional support to manage behaviour.
- Pastoral Support Programme – for children who are at risk of permanent exclusion from school.
- Personal Education Plan – for children who are 'looked after' by their local authority.
- Health Care Plans / Protocols– for pupils with on-going serious medical conditions.

Access to the curriculum

Isambard Brunel Junior School ensures 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, Specialist Teacher Advisers. (These staff come either from the school's own staff team or from a variety of outside agencies). 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.

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, are supported through additional funding provided by the Local Authority.

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, Bi-lingual 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 and may relate to arrangements detailed in an Education, Health and Care Plan.

SEN Support Plans should reflect individual targets and identify the support provided to meet these targets. They are reviewed termly and new targets are set when appropriate. A copy of the SEN Support Plan is shared with the parents and should be viewed as a working document.

Social and Emotional support

Isambard Brunel recognises 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: Isambard has two ELSA's who support individuals or groups of children in different aspects of their emotional health, such as bereavement, anger management and to listen to concerns in a non-judgemental environment.
- An Early Help Officer: to support pupils and parents/carers in and out of school
- Nurture Provision (currently provided through our Bermuda Room).

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.

The Senior Leadership Team and Designated Safeguarding Lead are responsible for Safeguarding and Child Protection issues. There is an Early Help Officer who is trained as a Lead Professional and in the use of the Early Help Assessments (EHA). Whenever it is appropriate, multi-agency Team Around the Child meetings are held to support the pupil and their family. A common plan will be produced to ensure the most appropriate support is provided. These plans are reviewed on a 6 weekly basis.

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, etc.

Any concerns about a child's progress should be discussed with the parent and SENCO. 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 issue 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, working with most able pupils and Disability.

Reviewed: September 2019



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 tests, 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 Senco by arranging an appointment. Any concerns raised with the class teacher should be shared with the Senco.

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 from 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.

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 weekly 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 capable of high performance and in comparison with their peers they may

- Show a passion for particular subjects and seek to pursue them
- Have a wide general knowledge
- Learn quickly within their particular subject area(s) and transfer this easily to solve new problems or situations
- Use more strategies for learning than others
- Make connections with past and present learning
- Work at a level beyond that which is expected for their years, often communicating better with older pupils or adults
- Be very articulate in debate, particularly about their subject area
- Be unusually innovative
- Be logical

These children's needs are generally met in the classroom, although they may require differentiated educational programmes. Pupils can be signposted to additional opportunities outside of school.

What does the school provide for its most able pupils?

We recognise that every child has talents and abilities. However, some are more able than the majority of their peers. These children may be identified as 'most able'. These are recognised as a distinct group in school and are the highest attaining pupils in each year group, across a



range of areas. There is an expectation that this will consist of approximately 10% of our cohort.

Appendix 5 **Guidance for Young Carers**

At Isambard Brunel Junior School 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 Senco.
- Make sure everyone in our school is aware of who is the designated teacher for 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).

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