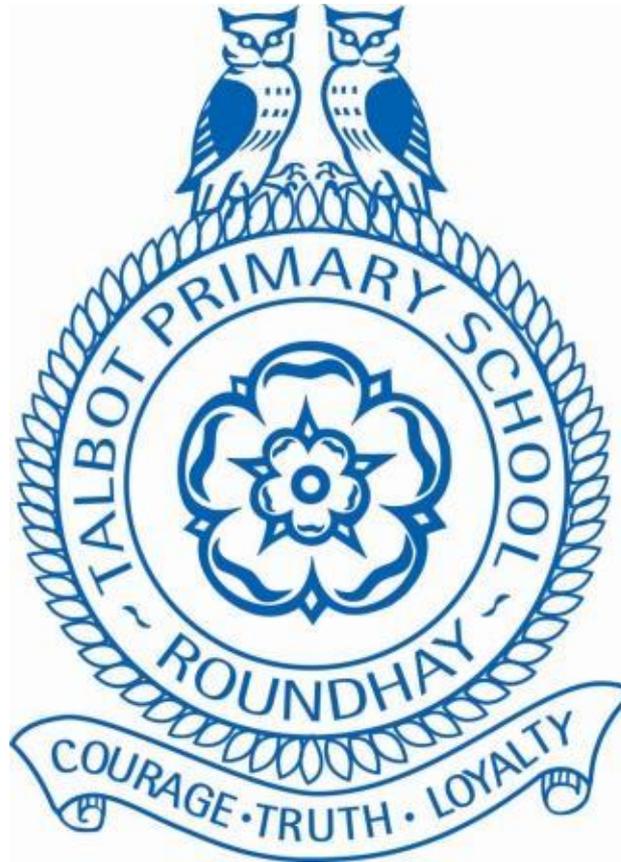


Talbot Primary School



Inclusion, Special Educational Needs and Disability Policy

Reviewed/Revised: January 2024

Next review: January 2025

Inclusion, Special Educational Needs and Disability (SEN and D)

Policy.

Talbot Primary School has a named SENDCo; Adele Mitchell, who has undertaken the National Award for Special Educational Needs Co-ordination qualification. Vicki Cooke is the named Governor, who is responsible for Inclusion. The Senior Leadership Team (Parm Gill; Headteacher, Jude Rivers; Deputy Headteacher and Jessica Quinn and Tom Youdan; Assistant Headteachers) work directly with the SENDCo to determine the strategic development of inclusive provision at Talbot Primary School.

1. What are Special Educational Needs and Disability (SEN and D)?

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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 in mainstream schools”

(Children and Families Act, 2014 and Code of Practice, 2015)

Disability has been defined by the Equality Act, 2010 as follows:

“A person has a disability if:

- The person has a physical or mental impairment, and;
- The impairment has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

Long-term disability is defined as:

- “It has lasted for at least 12 months;
- It is likely to last for at least 12 months, or;
- It is likely to last for the rest of the life of the person affected.”

Substantial disability is defined as “more than minor or trivial.”

(Equality Act, Chapter 15, 2010)

2. Inclusion statement.

This policy follows the Special Educational Needs and Disability Code of Practice (2015). Talbot Primary School prides itself on its inclusive ethos. We strive to ensure that every pupil is encouraged to be their best and we are committed to the inclusion of all pupils in our school community. Every teacher is a teacher of every pupil, including pupils with SEN and D. The staff at Talbot Primary School recognise that there are many reasons why additional support to ensure the inclusion of pupils with SEN and D is required and we are committed to the inclusion of all pupils.

We therefore:

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being

- Assess pupil's attainment, progress and needs regularly, focusing on individual progress from starting points as the main indicator of success, celebrating the small steps of progress some pupils with SEN and D may make
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable, differentiated learning challenges for every pupil through our ambitious curriculum
- Celebrate diversity
- Promote positive self-image and self-worth

The staff at Talbot Primary School will do their best to ensure that appropriate provision is made for any pupil who has SEN and D. Their needs will be communicated and known by teaching and non-teaching staff that are likely to work with the pupil through the use of a SEND Provision Map and Support Plan.

3. Aims and objectives.

At Talbot Primary School, we want all pupils to access an ambitious, broad, balanced and relevant curriculum. Staff have high expectations for all pupils and we encourage every pupil to achieve their learning potential.

The aims of this policy are to:

- Create an environment that meets the needs of all pupils, including pupils with SEN and D
- Respect and plan for the needs of any pupil with a disability so that no pupil is discriminated against
- Identify, assess and provide appropriate provision for pupils who have SEN and D at the earliest possible opportunity
- Regularly review and evaluate pupil progress, working in partnership with parents/carers and pupils throughout this process, ensuring pupil voice is valued and heard
- Identify the roles and responsibilities of staff in providing for pupil's SEN and D
- Ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- Make reasonable adjustments to enable all pupils to have full access to the school curriculum, school life and community
- Develop and maintain partnerships with other educational providers, the Local Authority and outside agencies, to ensure a multi-professional approach to meeting the needs of all vulnerable learners
- Consult and work closely with education, health and social care professionals to fully include pupils with special educational needs, disabilities and/or medical conditions in as many school activities as possible

As a school, we regularly self-evaluate our inclusion and SEN and D provision, where we identify our strengths and areas for development.

4. Identification, assessment and provision of special educational needs.

As an integral part of raising standards, all staff are responsible for the early identification, assessment, provision and inclusion of all pupils, including those with SEN and D. Provision for pupils with SEN and D is a whole school matter; the Governing Board, the Senior Leadership Team, the SENDCo and all other members of staff have important day-to-day responsibilities. All teachers are teachers of pupils with SEN and D. The first step in responding to pupils who may be identified as having a Special Educational Need is high quality first teaching.

Identification and assessment of pupils who may have a Special Educational Need is gathered through a range of sources including discussion with members of staff, parents/carers and where appropriate, pupils, communication with, and visits from specialist outside agencies, screening tests etc. Pupils who are identified as having a SEN and D and who receive “provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools” (Code of Practice, 2015) are recorded on the school SEN and D Register. Pupils on the SEN and D Register will be regularly assessed under the graduated approach stages of action: assess, plan, do and review through the use of our SEND Provision Maps and Support Plans.

For some pupils on the SEN and D Register, Individual Behaviour Plans, Speech and Language Plans, Bespoke Quality Teaching outcomes and/or Personal Education Plans will be used to plan, monitor and review their progress. Some pupils may have a SEND Provision Map and Support Plan, which will include:

- The pupil’s views
- The pupil’s primary area of need
- The outside agencies working with the pupil
- Links to other documentation
- The universal, targeted and specialist provision in place for the pupil
- SMART (specific, measurable, attainable, realistic and timely) outcomes set for the pupil
- The date the outcomes were set and the date for the outcomes to be reviewed

Our teaching and learning approach and pedagogy supports pupils with Special Educational Needs to access our broad and balanced curriculum. Primarily, all pupils with SEN and D are supported to access the broad and balanced curriculum through universal provision. Some pupils are further supported through the use of targeted and specialist provision to support their access and to secure their progress. Universal, targeted and specialist support is defined as follows:

Universal support:

Inclusive quality first teaching approaches which benefit all pupils, with reasonable adjustments for individual needs, for example, to meet sensory or physical needs, to adapt methods of communication etc. Provision at this level includes differentiated learning, scaffolding, variation of tasks and creating an inclusive learning environment.

Targeted support:

Specific, additional and time-limited interventions provided for some pupils who require support to accelerate their progress to enable them to work at or above age-related

expectations. Pupils receiving this level of support may be placed on the SEN and D Register as receiving Special Educational Needs support.

Specialist support:

Interventions which are highly individualised and are based on fine-tuned assessments, which support pupils in achieving their personal outcomes. These interventions may include one-to-one or specialist interventions, or support from external agencies. Pupils accessing specialist provision are likely to be on the SEN and D Register as receiving Special Educational Needs support or they may have an Education, Health and Care Plan.

The Code of Practice (2015) describes the four broad areas of need as follows:

- **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with Autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, mental and emotional health (SEMH)**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their

learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

These four broad areas of need give an overview of the range of needs that Talbot Primary School provide and plan for. The purpose of identification is to determine what action our school needs to take, rather than fitting a pupil into a category or awaiting a diagnosis. When identifying SEN, Talbot Primary School considers the holistic needs of the pupil, not just the SEN of the pupil.

The factors below may impact upon a pupil's progress and attainment, but are not classed as a SEN:

- Disability (we have a duty to make reasonable adjustments for disabled pupils under the Equality Act 2010, but a disability alone does not constitute a Special Educational Need)
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Child Looked After (CLA)
- Behaviour

On entry to Talbot Primary School, we assess each pupil's current levels of attainment in order to ensure that established patterns of learning and experience are built upon. If a pupil already has identified SEN, this information may be transferred from other partners in the pupil's previous or Early Years setting. The class teacher and SENDCo will use this information to:

- Provide a starting point when developing an appropriate curriculum
- Use the assessment processes to identify any learning difficulties
- Review the pupil's achievements and experiences through on-going observations and assessments, to form the basis when planning the next steps of learning

Pupils with SEN and D are supported to engage with as many activities as possible, providing equity for all. At Talbot Primary School, we support pupils through the use of quality first teaching, interventions, by providing the opportunity to attend extra-curricular clubs, workshops and trips, ensuring pupils are included as fully and safely as possible.

5. Roles and responsibilities for co-ordinating SEN and D provision.

The Governing Board, in collaboration with the Headteacher and SENDCo, are responsible for the school's general policy and approach to provision for pupils with SEN and D. The Headteacher has responsibility for the strategic management of all aspects of SEN and D provision. The SENDCo, working closely with the Headteacher, has responsibility for the day to day operation of the school's SEN and D policy and for co-ordinating provision for pupils with SEN and D. There is administrative time set aside for the SENDCo to effectively co-ordinate the tracking, recording and communication of high-quality SEN and D pupil information. This is evaluated and used to inform the inclusion and SEN and D policy and practices across the school.

The SENDCo will:

- Oversee the day-to-day operation of the school's SEN and D policy

- Co-ordinate provision for pupils with SEN and D
- Provide professional guidance and continuing professional development for all staff, to secure high-quality first teaching and effective use of resources for pupils with SEN and D
- Work in partnership with colleagues, parents/carers, pupils and outside agencies to ensure SEND Provision Maps and Support Plans, Individual Behaviour Plans and Personal Education Plans are set, monitored and reviewed
- Liaise regularly with parents and carers of pupils with SEN and D
- Liaise with external agencies in matters relating to pupils with SEN and D
- Co-ordinate the monitoring of pupil achievement and proactively use this information to inform planning
- Oversee the records of all pupils with SEN and D
- Monitor the quality of teaching and learning and work with colleagues and pupils to set outcomes for improvement
- Liaise with the SEN and D Governor
- Take responsibility for the management of the SEN and D team of teachers and teaching assistants
- Ensure staff are kept informed and updated about all SEN and D issues and pupils on the SEN Register through meetings, training sessions, memos and staff briefings

6. Monitoring pupil's progress.

We assess and review the progress of all pupils on a termly basis. Teacher assessments provide information where a pupil is not progressing satisfactorily. When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue through quality first teaching and universal provision. Members of staff may need to consult the SENDCo to consider what other strategies can be utilised with individual pupils. This is where the graduated approach stages of assess, plan, do and review would be adopted. As a school, we may put in place Bespoke Quality Teaching outcomes, which are reviewed at least termly. If we feel our Bespoke Quality Teaching sessions are not having an impact on the individual pupil, we may seek outside agency advice or support. As a school, we will record the steps taken to meet the needs of individual pupils through the use of documents such as a SEND Provision Map and Support Plans. Teaching staff keep parents/carers informed of the impact of provision through parent consultations and an annual written report. If a pupil has a SEND Provision Map and Support Plan, this documentation is updated and shared with parents/carers three times a year, towards the end of each term.

At Talbot Primary School, pupils are taught Curriculum 2014 objectives. They are assessed against these to determine if they are working Below, Within, At or Exceeding the recommended Performance Standard for their age. To meet the appropriate expectation for their age, pupils are required to be proficient in a number of key areas of learning; this is so gaps do not develop in their skills and knowledge. Talbot Primary School has elected to use the National Association of Head Teachers' Key Progress Indicators (KPIs) as a starting point for the key areas of learning. These have then been refined to reflect the interim frameworks and the outcomes of collaborative exercises on KPIs between networks of schools in Leeds.

For pupils who are working significantly below age-expected outcomes, due to a significant Special Educational Need or disability, the age-expected criteria will not be effective. Therefore, a small number of primary-aged pupils with SEN or D will be measured against the Early Years Developmental Journal, B-Squared or Stages not Ages so that the progress they make can be recognised fully and celebrated.

For pupils who are new to English, but who do not have a Special Educational Need or disability, the children's use of language will be assessed using the New to English initial language assessment and observations using EAL STAR. Assessment is undertaken as a partnership between the class teacher, EAL Coordinator (Rukhsana Rehman), parent/carers and the child. Competence in English is categorised on a five-point scale using the Department for Education's EAL classification codes.

Pupils who are Looked After by the Local Authority, including pupils who are fostered or adopted, are tracked by our Virtual Schools Head, Jude Rivers (Deputy Headteacher). The progress of these pupils is regularly monitored and their attainment is frequently discussed with the Senior Leadership Team and SENDCo.

7. The role of outside agencies.

An outside agency may become involved if a pupil continues to make little or no progress, despite universal and targeted provision. If a pupil meets the criteria set by the outside agency, parent/carers will be informed and their views sought prior to a referral being made by the SENDCo. Pupil records will be looked at in order to establish which strategies have already been employed and which outcomes have previously been set. The outside agencies may act in an advisory capacity or they may be involved in working directly with the pupil.

The agencies we may seek support from are as follows:

- Speech and Language Team
- Early Years Special Educational Needs and Inclusion Team
- School-Age Special Educational Needs and Inclusion Team
- Educational Psychologist Team
- Visually Impaired Team
- Deaf and Hearing Impaired Team
- The Community Nursing Team
- Inclusion Support Team (Social and Emotional well-being)
- Specialist Training in Autism and Raising Standards Team (STARS)
- Family Outreach Workers, Counselling and Therapeutic Services via our Cluster

8. Partnership with parents/carers.

At Talbot Primary School, we welcome and encourage all parents/carers to participate in their child's educational progress from the outset, seeing them as equal partners. They know their child the best and we endeavour to learn from them. We believe this partnership plays a key role in enabling pupils with SEN and D to achieve their potential.

We endeavour to foster effective partnerships, valuing parent/carer views and contributions and will draw attention to the availability of relevant and accessible information, support and advice. Leeds Special Educational Needs and Disability Information Advice Support

Service (SEND IASS) is an impartial, confidential and accessible service for all parents/carers of children with Special Educational Needs and/or disabilities. Information about this service can be found on the website; <https://sendiass.leeds.gov.uk/> or by calling the helpline on 0113 378 5020.

Parent/carers of pupils with SEN and D and the pupils themselves have a unique knowledge of their needs and their views about what sort of help they would like. Both parent/carers and pupils are actively encouraged to contribute to the termly review of their SEND Provision Map and Support Plan, termly Inclusion SEN Action Review (ISAR) meetings and Education, Health and Care Plan reviews, which are held bi-annually for pupils within Early Years and annually for primary-aged pupils. If an Education, Health and Care Plan is applied for, pupil and parent/carer contributions are encouraged and welcomed.

9. Supporting pupils with medical conditions.

Talbot Primary School recognises that pupils within our school who have medical conditions, should be properly supported to enable full access to education, including school trips, extra-curricular activities and physical education. We will comply with our duties under the Equality Act 2010, where some pupils with medical conditions also have a disability. Some pupils with Special Educational Needs may also have an Education, Health and Care plan, which combines a pupil's educational, health and social care needs. Where this is the case, the 2015 Special Educational Needs and Disability Code of Practice will be followed.

It will sometimes be necessary to put an Individual Healthcare Plan (IHCP) in place for individual pupils. This plan supports school in effectively supporting pupils with medical conditions. The plan provides clarity about what needs to be done, when and by whom. An Individual Healthcare Plan is likely to be helpful where the medical conditions are long-term and complex. However, not all pupils require one.

Talbot Primary School has a policy for supporting pupils with medical conditions; this policy is regularly reviewed and is readily accessible to parents and school staff. This document can be found on our school website.

10. Requesting an Education, Health and Care Plan.

Talbot Primary School will make a request to the Special Educational Needs Statutory Assessment Team at the Local Authority if a pupil's needs have demonstrated significant cause for concern. This will be actioned with parent/carer consent. The Local Authority will be provided with information about the pupil's progress over time, the resources and/or arrangements we have put in place and other supporting documents that relate to the pupil's Special Educational Needs via the online Education, Health and Care Plan professional referral system.

The supporting documents may include:

- Previous outcomes and SEND Provision Maps and Support Plans
- Records of reviews and their outcomes
- Where appropriate, records of the pupil's health and medical history
- Assessment tracking and attainment levels
- Educational and any other assessments, for example, from an outside agency

- Reports from medical professionals and other professional bodies
- Pupil views, wishes and aspirations

Once the Local Authority has considered the information received from the school, there is a twenty-week period for additional information to be gathered from outside agency professionals, parent/carers etc. and for a decision regarding the Education, Health and Care Plan to be made.

11. Allocation of resources.

Support will be allocated to meet the needs of pupils through use of available funding, i.e. Notional Inclusion budget, Funding for Inclusion top-up funding and the whole school SEN budget.

Talbot Primary School has a commitment to staff development in the area of inclusion and SEN and D, to ensure that teachers and support staff effectively meet the needs of all pupils. Staff have access to a wide range of SEN resources, which are stored in the Key Stage One building. Staff can request resources to support specific needs by speaking to the SENDCo.

12. The role of the Governing Board.

The Governing Board actively challenges the school and holds its members of staff to account in order to secure provision for any pupil identified as having Special Educational Needs and/or disability. The SENDCo reports to Governors once each half term at the School Improvement Committee meeting, where an update on SEN and D provision is provided.

The Governors ensure all staff are aware of the importance of providing for pupils with SEN and D and that their top-up funding and resources are used effectively.

The Governing Board has decided that pupils with Special Educational Needs and/or a Disability will be admitted to the school in line with the school's agreed admissions policy. The Governing Board reviews this policy annually and considers any amendments in light of the annual report to Governors.

13. Accessibility.

Details of the school's access arrangements (including information about the school's Care Suite) can be found on the inclusion tab of our school website.

14. Storing and managing information.

Our school is registered with the Information Commissioner's Office. All information we hold, both electronically and in manual formats, is processed in accordance with our obligations under the Data Protection Act 1998.

15. Monitoring, evaluating and reviewing the policy.

The SENDCo monitors the movement of pupils within the school's system for inclusion and she also provides staff and Governors with regular updates on inclusion. The SENDCo meets regularly with the Headteacher and named Governor to review the work within this area. Until further notice, this policy will be updated annually.

16. Complaints procedure.

If you are unhappy with any of the arrangements in place for your child, we would always recommend that initially, you speak to Adele Mitchell, SENDCo. Our aim is to work together for the best outcomes for your child. If a resolution is not possible, Talbot Primary has a well-established procedure for dealing with parental complaints; these are detailed in the 'Complaints Procedure' document on our school website.

In addition to the processes detailed above, parents, carers and young people can seek advice and support from Leeds Special Educational Needs and Disability Information Advice Support Service (SEND IASS) which is an impartial, confidential and accessible service for all parents/carers of children with special educational needs and/or disabilities. Information about this service can be found on the SENDIASS website <https://sendiass.leeds.gov.uk/>, by contacting them via the contact form on their website <https://forms.leeds.gov.uk/SENDIASSGetInTouch> or by telephone on 0113 378 5020.

17. Bullying.

All members of our school community have the right to feel happy, safe and included. Pupils have the right to work, learn and be involved in an environment without harassment, intimidation or fear. All bullying, from any member of the school community, of any sort, is unacceptable; this includes treating pupils with SEN and D less favourably than others. We recognise the effects that bullying can have on pupils' feelings of worth and on their learning and progress; we are proactive in our approach and through our rigorous monitoring and evaluating processes, the Personal, Social, Health and Economic curriculum and our school motto of 'Courage, Truth and Loyalty', the school community will actively promote an anti-bullying environment. Bullying, in any form, will not be tolerated. Our anti-bullying policy can be found on our school website.

18. Our Individual Offer.

Our Individual Offer details the support for pupils with SEN and D, in line with the expectations of the local authority. Our Individual Offer can be found on the inclusion tab of our school website. The Local Authority's Local Offer can be accessed via the [Leeds Local Offer website](#).

Summary.

At Talbot Primary School, we aim to remove barriers to learning for all pupils in our care. Implementation of this policy will support the effective inclusion of all pupils, including those with SEN and D, through raising achievement and enabling participation in the full life of the school.

Related documents:

Admission Policy
Our Individual Offer
Leeds Local Offer
Accessibility Plan

Supporting Pupils with Medical Conditions
Medicines in School policy
English as an Additional Language policy
Anti-Bullying policy