



Silverdale Primary Academy

The best in everyone™

Part of United Learning

Inclusion Policy 2020-21

Inclusion at Silverdale

Here at Silverdale we recognise that all children are unique! We recognise that all children develop at different rates and learn through a variety of preferred styles. We want all children to enjoy, achieve in all lessons and participate in all aspects of school life. Therefore, we work tirelessly to remove any potential barriers that may impede progress for every child, ensuring they feel safe, secure, happy and supported.

The Definition of Special Educational Needs:

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Code of Practice 2014

Our Commitment to you

To support your child in either overcoming barriers to learning or challenging them further, we will:

- Make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum to better respond to the four areas of need:
 1. **Communication and interaction**
 2. **Cognition and learning**
 3. **Social, mental and emotional health**
 4. **Sensory/physical**
 - 5.
- Request, monitor and respond to parent/carers’ and pupils’ views to evidence high levels of confidence and partnership
- Ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- Support pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- Work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

1. Identifying Additional Needs

We know when pupils need help if:

- Concerns are raised by parents, carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicates a lack of progress (see Section 3 for details)
- Pupil observation indicates that they have additional needs in one of the four areas below:
 1. **Communication and interaction**
 2. **Cognition and learning**
 3. **Social, mental and emotional health**
 4. **Sensory/physical**
- A pupil asks for help

If your child is then identified as not making progress the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

2. Expressing Concerns as Parents/Carers

- If you have concerns, then please firstly discuss these with your child's teacher.
- This then may result in a referral to the school SENCo, Mr. D. Crane.
- You may wish to also speak to our Head Teacher, Mrs. L. Nejrup, Deputy Head Teacher, Mr.S.Davies or The Family Liaison Coordinator, Ms.R. Barlow

All parents will be listened to. Parent views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

3. Identifying Additional Needs

- All pupils will be provided with high quality teaching (Quality First Teaching) that is differentiated to meet the diverse needs of all learners and delivered using Rosenshine's Principles
- Pupils with a disability will be provided with "reasonable adjustments" to increase their access to the taught curriculum.
- The quality of teaching and pupil progress is monitored routinely by our Senior Leadership Team (SLT) through several processes that includes lesson observations, Book Looks and Pupil Progress Meetings
- Additional support to increase the rate of progress will be recommended for children working below expected levels and children will be allocated additional support on the whole school provision map, which ensures children receive the additional support they need to deepen thinking and make accelerated rates of progress.

- Children identified as ‘stuck’ or needing to make accelerated rates of progress to achieve expected levels will be have additional support
- If, after 6 months and despite additional support having been implemented, there are still concerns regarding a child’s progress, an individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained.
- Though this may seem a lengthy process, the school is keen to implement the Assess, Plan, Do & Review cycle that all outside agencies expect the school to have undertaken before agreeing to take on any new cases themselves.
- If, after additional action/support has been given by the school, a review indicates that “additional to and different from” support is needed, Parents will be informed that the school considers their child may require **SEN support** and specialist support/advice is sought. SEN Support will be triggered if professionals outside of the school, eg, speech therapists, agree that the child needs additional specialist support.
- SEN support will be recorded on a IPM (Individual Provision Map) that will identify a clear set of measurable, expected outcomes. Progress towards these outcomes will be tracked and reviewed daily/weekly/half termly, with assessment data being monitored through the school’s database.
- For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

4. Our Inclusive Practise

- Teachers plan using pupils’ achievement levels, differentiating work to better match ability to work provided for all pupils in the classroom.
- When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.
- In addition, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.
- Support will be given through questioning to both simplify and scaffold learning, in a bid to promote higher order thinking

Specific Learning Difficulties (SpLD):-

Where a teacher is concerned that a child may be displaying tendencies linked to specific learning difficulties, the teacher will first ensure that the learning environment of the child is appropriate to the needs of the children and that individual’s difficulties are not exacerbated through the omission of some basic classroom practices

e.g.:

- Classroom well lit with no flickering lights
- Child able to sit near to front to read teacher's lips if necessary and make good eye contact
- Clearly marked and arranged resources
- No requirement to copy large amounts of material from board.
- Desk prompts to provide support and increased independence for learners
- Provide student with kinaesthetic learning opportunities/provision whenever possible
- Provide opportunities for pupils to talk about their learning: to describe, reason, synthesise and evaluate
- Teachers need to complete the **DFES Dyslexia Checklist** in consultation with the SENCO to highlight any concerns, which will then be shared with parents.
- In response to the findings, additional strategies will then be put in place within the classroom e.g. providing bespoke Dyslexia Friendly exercise books (that include tinted squared and lined paper)
- Support material for both parents and teacher is available from the SENCO.
- As part of the Assess, Plan, Do, Review cycle set out in the SEN Code of Practice (2014), it may be necessary to proceed with SEN Support depending on severity of need. The SENCO will refer specifically to the Dyslexia section of the Staffordshire Criteria and advise accordingly.

Disability Equality Scheme:-

The Disability Discrimination Act defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.'

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

The definition can include a wide range of impairments such as

- Dyslexia
- Autism
- Speech and language impairments
- Dyspraxia
- Visual Impairment
- Attention Deficit Hyperactivity Disorder (ADHD)

5. Reporting Progress

- Attainments towards the identified outcomes will be shared with parents termly through the school reporting system and Parent's Evenings.
- Parents will also find the home-school diary a useful tool to use to communicate with school staff.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCO.

6. Supporting Parents

- Please look at the school website. It can be found at www.silverdaleprimary.org.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.
- The weekly newsletter sometimes includes a section that identifies local learning opportunities such as how to join the local library, places to visit etc.
- The class teacher or SENCo may also suggest additional ways of supporting your child's learning (e.g. through home learning tasks)
- The school organise several parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about the curriculum that is being offered to their child.

7. Supporting Children's Well-being

The school offers a wide variety of pastoral support for pupils. These include:

- Conscious Discipline
- Personal, Social, Health and Economic (PHSE) & promoting the 6 British Values sits at the heart of our assemblies throughout the week, and is part of our everyday ethos and practise, modelled primarily by the school staff.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school, such as Mrs.Cowie's Café and the Break Time Social Groups
- The school has gained *Healthy School Status*, which evidences the work undertaken within the school to supports pupils' wellbeing and mental health.

8. Specialist Expertise Available

Since 2016, our staff have received specialist training, including regular updates in:

- Precision Teaching
- Autism Awareness
- Bloom's Taxonomy - a system of questioning that promotes high order thinking
- Rosenshine's Principles
- Conscious Discipline
- Read Write Inc Phonics Training
- Some have PECS (Picture Exchange Communication System) training and others are trained in delivering RWI in more specialist & personalised 1:1 situations
- We have excellent links to our Special Education Needs Services that specialise in Speech and Language, hearing, autism, dyslexia, dyspraxia, and various physical disabilities. We also have access to Educational Psychologists and members of the Autism Outreach Team, who support and provide advice on best current practice

9. Inclusion Outside the Classroom

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- Parents and carers are invited to join in the planning and risk assessment process

10. Accessibility Around School

Since 2016 the following adaptations have been made to the school environment:

- Disabled parking spot marked and located next to the school reception
- All steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have replaced the two steps into school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability
- A medical room has been provided to enable a safe place for insulin testing/injections

11. Managing & supporting transitional experiences

A number of strategies are in place to enable effective pupil's transition.

These include:

- A planned programme of visits is provided in the summer term for pupils starting in September.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another school, the previous school records will be requested immediately, and a meeting will be set up with parents to identify and reduce any concerns.

Transition to the next school:-

- The transition programme in place for pupils in Y6 provides several opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEN and identified on the website
- The annual review in Y5 for pupils with a statement of educational need or an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.
- For pupils transferring to local schools, the teachers and/or SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

12. Allocating Resources

The school receives funding to respond to the needs of pupils with SEND from a number of

sources:

- A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit)
- The National SEN budget: The Pupil Premium funding for pupils who meet certain criteria.
- In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teachers and teaching assistants
- Small group support from teachers and teaching assistants e.g. nurture groups, literacy and maths support, Precision Teaching
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parental workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

13. Allocating Support

- For pupils with SEN but without an **Education Health and Care plan**, the decision regarding the support required will be taken at joint meetings with the SENCo, class teacher and parent.
- For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.
- Children with more specific needs will have individualised targets set through an **IPM**, and work completed in the form of 1:1 support throughout the week
- Children identified with needing support to close gaps and deepen thinking will have their needs met through additional support throughout the week (identified by the Whole School Provision Map)

14. Parent/Carer involvement & Commitment

Parents and Carers will be involved through:

- discussions with the class teacher, SENCO, or senior leadership team member each term, including discussions at Parents' Evenings
- discussions during IPM/EHCP interim and annual reviews

15. Contacts

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's class teacher

- The Family Liaison Coordinator, Ms.R.Barlow
- The SENCo/Inclusion Leader, Mr. D. Crane
- The Headteacher, Mrs.L.Nejrup

Inclusion Leader: Mr Dominic Crane

Policy Date: June 2020

Policy Review: June 2021