



Silverdale Primary Academy

The best in everyone™

Part of United Learning

Inclusion Policy

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 and approaches. 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
- Teach new learning in small steps
- Provide a scaffolded approach to learning so that pupils can build up on prior knowledge through small steps
- Provide models of good practise for pupils to use as good examples for which to base their own learning on
- Ask question often in order to assess understanding and to address misconceptions before moving learning forward. This occurs daily, weekly and monthly.
- Ensure that all pupils have the opportunity to recall prior learning regularly
- Ensure that all pupils have sufficient opportunity to practise and embed new learning
- Think Out Loud when modelling so that children can hear how staff are connecting prior learning with new learning
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN
- Request, monitor and respond to parent/carers' and pupils' views in order 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.
- Make careful adaptations to curriculum provision for pupils for whom this is required. At times, we may need to provide a curriculum that is “additional to and different from” that provided within the differentiated curriculum in order 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

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 whose name is Mr Dominic Crane/ Mr Simon Davies (Deputy Head Teacher)
- You may wish to also speak to our Head Teacher, Mrs L Nejrup.

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.

- Pupils with a disability will be provided with “reasonable adjustments” to increase their access to the taught curriculum.
- The quality of teaching is monitored routinely by our Senior Leadership Team (SLT) through several processes that includes speaking to children, visits to lessons, Book Looks and Pupil Progress Meetings with teaching staff.
- 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.
- These additional, individual support measures will recorded in the form of a Pupil Passport. These will be shared with you and will contain specific information about the changes staff make in school to meet the needs of your child. These can be small but have a big difference in terms of their education.
- 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, e.g., speech therapists, the Autism Outreach Team agree that the child needs additional specialist support.
- SEN support will be recorded on a APDR document that will identify a clear set of measurable, expected outcomes. Progress towards these outcomes will be tracked and reviewed daily and at the end of each half termly cycle.
- 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 an additional need, their challenges/learning will be further scaffolded by the class teacher to remove barriers to learning and enable them to access the curriculum more easily.

- Children identified as having additional needs are always visited first when the class teacher begins their timely intervention in lessons. During these visits, the staff check understanding of vocabulary and of the challenge.
- In addition they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.
- The classroom walls display only relevant learning in order to reduce the risk of visual overload for pupils

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.

Further strategies available from Inclusion Manager

- Teachers need to complete the DFES Dyslexia Checklist in consultation with the Inclusion Manager 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.
- The school is working towards renewing its full status as a Dyslexia Friendly school, which means that all staff are aware of signs and strategies and understand that a multi sensory approach to learning is beneficial to all learners including those displaying SpLD tendencies.
- Support material for both parents and teacher is available from the Inclusion Manager.
- As part of the graduated approach, **Assess, Plan, Do, Review** cycle documents (as set out in the SEN Code of Practice (2014),) are written collaboratively. These working documents are reviewed every half term and it may be necessary to proceed with SEN Support depending on severity of need eg Enhanced Provision led by AOT team.

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 (eg, through home learning tasks)
- The school organise a number of 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:

- 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.
- 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

- Our teachers and Teaching Assistants have undertaken Precision Teaching Training
- Staff have all has training on Rosenshine Principles which underpin our approach to Quality First Teaching. This includes practises such as teaching new content in small steps, providing models of good practise, thinking out loud so that children can hear how staff are connecting prior learning with new learning and regular questioning.

- All staff have attended Read Write Inc Phonics Training or the Literacy & Language training. Some staff 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 the SENDs Team.

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

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
- Three entrances have ramps that allow easy access via a wheelchair including the front entrance.
- One toilet has been adapted to ensure accessibility for visitors with a disability
- A medical room has been provided in order 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 are 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 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 notional SEND allowance (whole school allowance)
- 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 teaching assistants
- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers and teaching assistants e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources
- 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 an Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.
- Children with additional needs will have recommendations set through individual Assess, Plan, Do Review cycles which centre mostly around Quality First Teaching but can include small group work or event 1:1 work. These are reviewed termly.
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14. Parent/Carer involvement & Commitment

Parents and Carers will be through:

- discussions with the class teacher, SENCO or senior leadership team member each term

- discussions at parents evenings
- discussions during ADPR 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 SENCo/Inclusion Leader, Mr Simon Davies
- The Headteacher

Inclusion Leader: Mr Simon Davies

Policy Date: September 2023

Policy Review: July 2024