



Policy for the Inclusion of Pupils with Learning Difficulties and Disabilities

This policy is integral to the Inclusive Practice Framework of Southsea Infant School and Portsmouth Local Education Authority.

Key Principles

This policy embraces the statutory framework set out in the Special Educational Needs Code of Practice (last updated January 2015) which reflects changes mainly introduced by the Children and Families Act of the same Year. It also reflects the relevant provisions of the Equality Act (2010) and the Mental Capacity Act (2005).

1. The needs of children and young people are at the heart of all that we do. Their views and involvement will be sought in a way appropriate to their age and understanding at all stages. (The SEND Code of Practice highlights the importance of children and young people participating in all decisions about their education).
2. Parents/carers are key partners in the identification, planning for, support and review of their children's needs.
3. All children are entitled to access a broad, balanced and relevant curriculum which includes the Foundation Stage and National Curriculum. (For further details see the New National Curriculum Inclusion Statement and guidance for the EYFS Profile.)
4. The needs of children and young people will be assessed and reviewed regularly. Informed and challenging targets for progress will be set.
5. Provision will be suitably differentiated to meet individual and diverse needs to enable all children to reach their full potential.
6. All those working with children and young people with special educational needs will be trained as appropriate and fully supported.

'All teachers are teachers of pupils with special educational needs.'

Rigorous and effective planning and communication underpin the above principles. The needs of children with SEND is implicitly taken into account within the School Improvement Plan.

Head Teacher: Miss Lyndsey Cook

INCo (Mainstream) Mrs Katie Kithakye

Teacher with responsibility for Language Unit: Miss Bailey-Green

Governors

The Governors will meet their statutory responsibilities as set out in the Code.

Governor with responsibility for SEND: Emily Akass



SOUTHSEA INFANT SCHOOL

Identification and Assessment

Early identification is vital. Information for all pupils will be gained from parents/carers, previous educational experiences, professional assessments and standardised tests. Any concerns about the child arising from this information will be shared between practitioners, INCo and parent/carer.

Assessment will become increasingly detailed and sophisticated in line with the graduated response outlined in the Code of Practice, and thus may involve outside professional support e.g. Specialist Teacher Advisors, Educational Psychologists, Speech and Language Therapists, Occupational and Physiotherapists and any other Educational or Health Care specialist whose advice is considered desirable.

Assessment will be provided not as a single event but as a continuous process.

A child for whom English is a second language will not be deemed to have Special Educational Needs unless an assessment in the child's first language establishes that such a need exists.

Provision

Provision is provided at three different levels or 'Waves'. The needs of the vast majority of pupils will normally be met through differentiated curriculum planning and varied teaching styles. Additional teaching support, including teaching assistants, may be deployed to support this process. This falls within Wave 1

Where there is a child with identified special educational needs or disabilities, interventions which are additional to or different from the schools usual strategies and differentiated curriculum fall within Wave 2. At this level the pupil's needs are discussed with the parent/carer, and the pupil as appropriate and provision may be identified in an individual education or behaviour plan. Where appropriate, group education plans may be put in place. Additional resources are deployed to support these children.

If the needs of the child are such that they cannot be met through Wave 2 the INCo co-ordinates the provision of specifically targeted additional resources, including the advice and support of external professionals. Their advice will be used to support the individual targets that are set. Some of the professionals whose advice and support will be sought include, Educational Psychologists, Speech and Language Therapists, Advisory Teachers from the LEA and special school outreach services and other health professionals.

Where a child has very significant or specific difficulties the school will consider the need to request an Individual Education Health and Care Plan. This provides a statutory framework, which sets out the needs and provision and the process will include, at every stage, all those involved in the needs or care of the child. This Education, Health and Care plan must be reviewed at least annually. Provision is partly resourced through delegated funds although an additional amount may be provided by the LEA if it can be shown that the delegated amount is insufficient to fully meet the identified needs

Further detailed information about needs and provision as well as answers to frequently asked questions may be found in the School Report published on the Southsea Infant School website. (Additional information may also be found on the Portsmouths' Local Offer where a summary authority's Ordinarily Available Provision may also be found.)



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Continuing Professional Development

The INCo will have or will develop the knowledge and understanding to undertake the duties and function outlined in the TTA National Standards for INCo.

All staff will have the opportunity to further develop knowledge skills and understanding of the diverse range of needs of children in the school. This will be delivered through in house training, outside expertise or attending external courses and conferences.

NQT's will be supported individually in order for them to understand the national requirements and the way in which Southsea Infant school implements them. They will be given guidance and assistance in the identification of special needs and in the setting of individual targets as appropriate. If support is required when communicating with parents this will also be available. Half termly in-house training for all support assistants is led by the INCo with occasional input from other professionals. The INCo will attend the termly SENCO Forum, led by the LA and attended by INCos from local schools and will also meet regularly with INCos and SENCOs from cluster schools.

Monitoring, Evaluation and Success Criteria

This policy will be kept under regular review, and an annual report will be made to the governing body. Evaluation of the success of the policy is measured against both the process- and impact-based success criteria.

Management

Identification, assessment and provision requires time for organisation and delivery. The INCo will be allocated non-teaching time specifically for these duties and this time will be linked to the level of need in the school. The INCo is part of the senior management team of the school.

Admissions

The governors of Southsea Infant School subscribe to national legislation in the form of the SEN and Disability Discrimination Codes of Practice and to the Portsmouth admission policy for local authority schools. Governors must not discriminate against any pupil when determining admission to the school. The governing body is required, by law, to comply with parental preference unless compliance would prejudice the provision of efficient education or the efficient use of resources. Within the constraints of building accessibility and budget the Governors will, at all times, attempt to meet the full needs of all individuals. At present stairs and steps are painted yellow as an aid to poor vision and the main entrance to the school is accessed by a ramp.

Complaints

Parents who have concerns or complaints about SEND provision for their child should, in the first instance, speak to the child's class teacher. Failing a satisfactory outcome, parents should then contact the INCo. If the INCo is unable to resolve the issue parents may request the Headteacher to investigate. Finally, requests can be made to the chair of the Governing Board. For children who are being statutorily assessed by the LEA, advice and support is available from the Parent Partnership as part of Pupil Services.



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Transition

Strategies will be in place to ensure efficient and timely exchange of information across age phases and key stages, between schools, parents, involved agencies and the LEA. This information will be used to effect smooth transition, apposite deployment of resources and accurate identification of any training needed in preparation for the coming year.

Reviewed June 2018, Reviewed Annually