



Thornton Primary School

**Inclusion
&
Special Educational Needs and Disability (SEND)
Policy
2022-2023**

Approved by the Governing Body on

Date of next review: September 2023

Thornton Primary School

Inclusion Policy

Inclusion at Thornton

Thornton Primary is an inclusive school. We believe that inclusive education is about equal opportunities for all pupils, regardless of age, gender, ethnicity, impairment, attainment and background. At Thornton we actively seek to remove the barriers to learning and increase pupil participation to engender a sense of belonging and community for all pupils. This means that that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school at any time:

- a) Gender (boys/girls)
- b) Refugees/Asylum Seekers/Travellers/ Minority Ethnic and Faith Groups
- c) Learners who need support to learn English as an Additional Language (EAL)
- d) Learners with Special Educational Needs
- e) Learners with Physical Disabilities
- f) Learners with Visual/Sensory Impairment
- g) Learners with Medical Needs
- h) Those who are identified as 'More able'
- i) Those who are 'Looked After' by the local authority
- j) Any learners who are at risk of disaffection and exclusion
- k) Others who are 'Young Carers'
- l) Those who are in families under stress.

The Inclusion Policy has been written in reference to the following guidance and document:

- Equality Act 2010
- Special Educational Need Code of Practice 2014

The policy should be considered in conjunction with:

- Anti-bullying Policy
- Equality and Diversity Policy
- E-safety Policy
- Safeguarding and Child Protection Policy
- Sladefield and Thornton Healthy Relationships Policy
- Thornton Accessibility Plan
- Medical Needs Policy

Inclusion Principles

All staff at Thornton Primary School

- Value pupils of different abilities and advocate inclusive education.
- All staff are actively involved in the best ways to support all pupils' needs within the school with the support of the Inclusion Team and the Senior Leadership Team to monitor, review and improve practice.
- Within each class, teaching and learning styles and organisation are flexible to ensure effective learning for all pupils. Staff promote collaborative learning and peer-coaching. Learning opportunities are stimulating and rewarding exploiting the use of technology to engage and provide alternative methods of responding and recording. Teachers take into consideration pupils' individual needs, varied life experiences and factors that inhibit pupils' learning and progress.

- As part of their planning, teachers set suitable learning challenges to respond to the pupils' diverse learning needs as well as to overcome potential barriers to learning and assessment. Planning meetings are supported by the SENDCo and the Pastoral Manager to share their knowledge and expertise.
- Systems are in place for early identification of barriers to learning and participation. Staff are aware of procedures for making a referral to pastoral care and the process for identification of SEND.
- All staff have high expectations and set appropriate targets for all pupils to ensure successful learning outcomes.
- All staff provide extra-curricular activities that are inclusive and barrier-free.

Inclusion Team

Mrs Shaheen – Inclusion Manager, SENDCO & Deputy DSL (FT)

Ms Devi – Pastoral Manager & Deputy DSL (FT)

Miss Pegg – School Nurse (PT)

Miss Wilcox – SEND Teaching Assistant (FT)

Mr McAlinden – SEND Teaching Assistant (FT)

Mr Bates – Sports Coach

External agencies

The Inclusion Team liaise with a number of external agencies to seek specialist advice and support:

- Pupil Support Service
- Educational Psychologist
- Speech and Language Therapists
- Forward Thinking Birmingham
- Sensory Support Service
- Social Services
- Medical teams (e.g. doctors, consultants as required)
- Educational Welfare Officer
- Behaviour Support Service
- Counselling agencies
- Birmingham Safeguarding Children Partnership
- Communication and Autism Team

Partnership with parents/carers

At Thornton Primary School, we encourage parental engagement and involvement throughout the pupil's learning journey. Parents are invited to discuss their child's needs and how these can be met within the school. All parents/carers are invited to Parent Evenings three times a year to discuss their child's learning and progress. Additional to this, pupils with SEND and pastoral needs will have tailored reviews and regular meetings with their pupil's key adults as part of our inclusive offer. We aim to maintain regular correspondence with parents and carers through the preferred method of communication such as: telephone calls, letters, home communication books, emails and signposting to relevant, high quality information with regard to further support and advice. We aim to provide complete transparency in our approach. If there are concerns that your child may have additional SEND or pastoral needs we will discuss the process in regard to the help they will receive internally by the staff within the school and externally, through the advice and expertise of specialist services. We pride ourselves in ensuring that parents/carers are part of the decision making process, every step of the way.

Pupil involvement

We value the views and opinion of every child at Thornton Primary School. At Thornton, we aim to support pupils with expressing their thoughts so they can be understood. Meta-cognitive strategies are used to develop the pupils' independence with their learning, to support them in seeking help when they need to, to encourage them to ask for a challenge, set and review their own targets. Pupils who have an EHCP are invited to annual reviews to participate alongside their parents/carers and key adults. Pupil-centred approaches are used to keep the child's best interests at the centre of our practice and decision-making. At Thornton, we encourage open and honest communication with pupils about their learning and progress, social, emotional and mental development, behaviour and medical needs in an age-appropriate manner.

Evaluating the success of the Inclusion Policy

The Inclusion Policy is to be reviewed by the Inclusion Manger in collaboration with the Inclusion Team, the Senior Leadership Team and the Governing Body. The following data will be reviewed:

- a) SEND Records
- b) Monitoring and reviewing provision
- c) Analysis of school data for universal and targeted/special support
- d) Evaluating interventions, reviewing Learning Plans and analysing data from SEND Toolkit progress
- e) Whole school monitoring and evaluation procedures including book scrutiny, lesson observations, pupil voice, staff vice, parent voice, learning environment, teaching and learning approaches, pupil and teacher relationships and advice and support from external agencies.

Arrangements for Complaints

Parents/carers are partners with the school and are welcome to query any decisions made by the school through the school's designated channels as laid down in school documentation. If a parent has a specific complaint, they should, in the first instance, raise the issue with the Inclusion Manager who will try to resolve the situation. Any issues that remain unresolved at this stage will be managed according to the school's complaints policy. If on pursuing the complaint, the parents/carers are not wholly satisfied with the response of the school they may wish to seek further assistance from the LEA. If at any point, they do not agree with the school and LEA's decision, they have a right to appeal.

Thornton Primary School

SEND Policy

(Special Educational Needs and Disability)

Equal Opportunities

At Thornton Primary School we will continuously strive to ensure that everyone in our school is treated with respect and dignity. Each person in our school will be given fair and equal opportunity to develop their full potential with positive regard to gender, ethnicity, cultural and religious background, sexuality or disability.

Aims

At Thornton Primary School we believe that a child who has special educational needs or disabilities has the entitlement to be educated with their peers at their local mainstream school wherever possible using the 'Graduated Approach' Assess-Plan-Do-Review (Code of Practice 2015) as a four part cycle to making provision for SEND pupils'.

Children at Thornton are individuals with unique needs and strengths. Through working effectively with all stakeholders – children, school staff, parents, relevant outside agencies including health services- all children will have access to the a broad and balanced curriculum where barriers to learning are identified and removed.

We aim to raise the aspirations and expectations of all children with SEND offering inclusive provision in every classroom. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act 2010.

How do we meet out aims?

- Work within the guidance provided by the Special Educational Needs and Disabilities (SEND) Code of Practice 2014: 0-25 years.
- To make reasonable adjustments outlined in the school's Accessibility Plan to enable all children to have full access to all elements of the school curriculum and physical environment.
- To ensure a high level of staff expertise some of which on a specialist level to meet pupil need, through well targeted continuing professional development and rigorous pupil progress system.
- All children have access to the National Curriculum, staff work collaboratively to identify and remove barriers to learning.
- Quality First Teaching, differentiated/personalised for pupils who have or may have SEND in order to overcome all barriers to learning, close previous gaps in knowledge and increase rates of progress.
- Making sure all staff adhere to and understand the consistent whole-school approach to identifying children with SEND.
- Working in partnership with parents and outside agencies to meet the needs of the child, using a holistic approach to SEND focusing on the 'whole' child.

- Regular monitoring and evaluating the child's learning journey. The outcomes would be monitored through a four part cycle of Assess-Plan-Do-Review (The Graduated Approach). Effective record keeping and communication to ensure all adults involved around the child are frequently updated.
- Consulting parents and other agencies when a child with significant needs may be assessed for an Education and Health Care Plan (EHCP).

Definition of Special Educational Needs (SEN) taken from Children and Families Act 2014

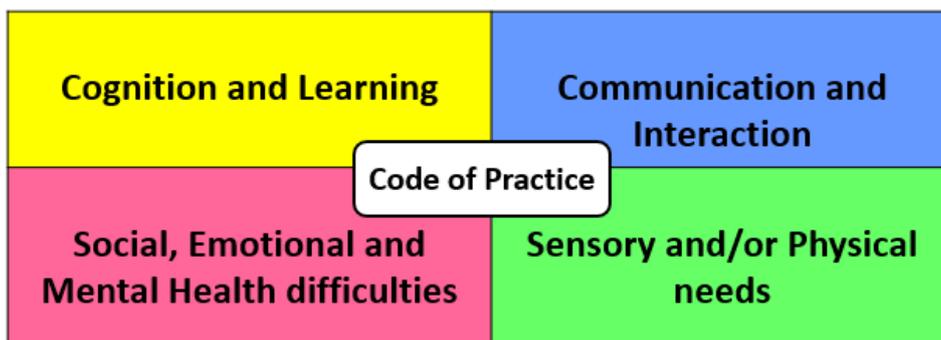
- A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a disability if they:
 - A) Have a significantly greater difficulty in learning than the majority of others of the same age; or
 - B) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions
- A child under compulsory school age has special educational needs if they fall within the definition at A) or B) above or would do so if special educational provision was not made for them.
- Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability taken from The Equality Act 2010

- The Equality Act 2010 identifies a person as having a disability if the person has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day to day activities.
- 'Impairment' can be physical and mental. This includes sensory impairments, such as those affecting sight or hearing. Long-term health conditions are also included, such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.
- The term 'mental impairment' is intended to cover a wide range of impairments relating to mental functioning, including what are often known as learning disabilities.

Identification of SEND

The SENC Code of Practice identifies the following areas of needs:



Cognition and Learning

Some children find learning more difficult than others. They may need:

- help to break down new learning into smaller chunks of information.
- more time to think about their answers and learn new things.
- information to be repeated and put in different ways.
- help to remember information during a lesson.
- whole class, small group and/or individual support.
- Specialist learning approaches/strategies to support specific learning difficulties

Moderate learning difficulty
Severe learning difficulty
Specific learning difficulty (Dyslexia, Dyscalculia and Dyspraxia)
Profound & multiple learning difficulty

Communication and Interaction

Some children may need help to play and talk to other children and adults. They may need help:

- to understand what others are saying.
- with talking and listening to others.
- with how to say words and sounds.
- to cope with new things like different sounds, smells and school life.
- with change and how to deal with it.
- to understand the meaning of new words, especially in their learning.

Asperger's Syndrome
Autistic Spectrum Condition

Social, Emotional and Mental Health difficulties

Some children may need help to play and talk to other children and adults as they find it difficult to manage their own behaviours and cope with their feelings. They may need help to:

- understand and follow school rules.
- understand dangers and keep themselves and others safe.
- listen to and follow instructions.
- understand and manage their feelings.
- make and keep friends.

Attention Deficit Disorder
Attention Deficit Hyperactive Disorder
Attachment Disorder

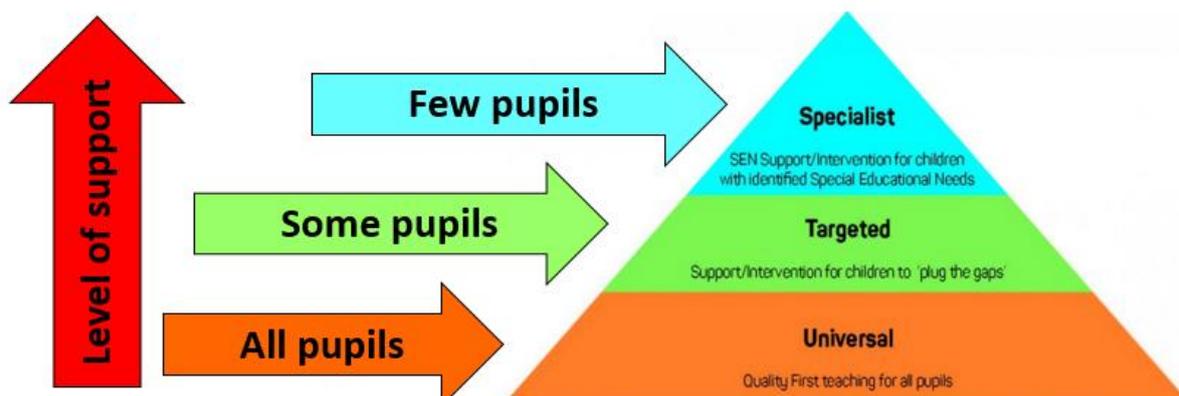
Sensory and/or physical needs

Some children with disabilities can find it difficult to move round the school safely and may need specialist help with their learning: They may need:

- help with their sight and/or hearing.
- help with moving around the school building safely.
- specialist equipment such as wheelchairs, walking frames, hoists and seating.
- changes to the curriculum such as adapted PE equipment and different ways of recording writing.
- help with medical needs and medication
- Individualised plans for fire evacuations

Vision impairment
Hearing impairment
Multi-sensory impairment
Physical disability

By identifying children with additional needs we are able to work with stakeholders in order to decide what action needs to be taken to meet the needs of the child. This is known as the 'Graduated Approach' Assess-Plan-Do-Review (Code of Practice 2015).



STAGE 1: Universal Offer Definition: Well-differentiated, quality first teaching accessible to all pupils

All learners will be entitled to access to 'quality first teaching' which involve aspects of:

- Having high expectations of all learners
- Knowing a pupils individual needs and views
- Providing an inclusive learning environment
- Making learning accessible
- Scaffolding learning
- Developing independence
- Providing quality feedback to learners

Teachers are responsible for all pupils learning and progress including those pupils with SEND. The SENDCo has a role in strengthening teachers' knowledge and skills which may include '*reviewing and where necessary, improving teachers' understanding of strategies to identify and support the most vulnerable pupils and their knowledge of SEND most frequently encountered*' (CoP 2014).

STAGE 2: Targeted Offer Definition: Targeted use of intervention and support for pupils who have been identified as having an SEND

Pupil's needs should be identified and met as early as possible through:

- The analysis of whole-school pupil progress data
- Classroom-based assessment and monitoring arrangements. Cycle of 'Assess-Plan-Do-Review'
- Following up parental concerns
- Pupil progress meetings with teaching staff
- Tracking individual children's progress over time
- Information from previous schools
- Information from other services
- Involving external agencies if the identification of SEND is significant

The SENDCo will work closely with the teaching staff and the SEND team to discuss concerns and identify priorities. A plan will be devised detailing which academic, social and emotional interventions are required, key adults to deliver provisions, the content, the intended outcomes and the frequency. A discussion will take place identifying how we will assess the impact. Parents will be involved in the decision making process.

STAGE 3: Specialist Support Offer Definition: Specific support for pupils accessing an individualised curriculum.

Pupils receiving specialist support might be access some or all of the support below:

- Individualised Curriculum
- Learning Plans/SEND Toolkit to track fine rates of progress (from the pupils starting point) Targets linked to their EHCP.
- Direct involvement with Specialist Services
- Reports/observations are conducted by specialist teachers
- EHCP Annual review + 3 SEND reviews annually (Specialist Support, CT, SENCo, SEND Team, Pupil-centred approach)

The SENDCo will work closely with specialist services, parents and external agencies to provide the best possible provision for pupils with complex needs. The SENDCo will identify pupils that require an Education, Health and Care Plan to have their needs met in mainstream or specialist provision. Some pupils may benefit from a SEND Provision Support Plan due to their enhanced level of need in order to access further support within the school.

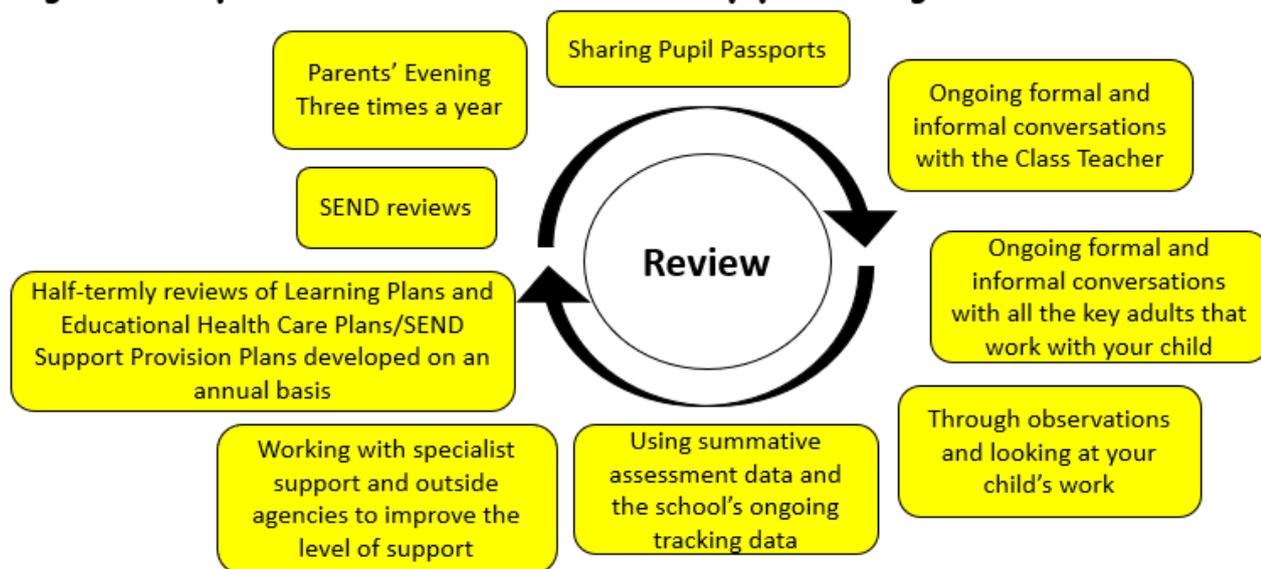
How do we work in partnership with parents/carers?

Thornton believes in working closely with parents/carers in order to ensure:

- Early and accurate identification and assessment of SEND to ensure accurate targets, provision and outcomes for children.
- The progress, social, emotional and academic, of children with SEND.
- That meaningful and effective targets are set and achieved through planned provision.
- The engagement and be active involvement of decision-making process about their child's academic and personal development.
- Regular and effective communication through various methods of contact.

Ways in which we communicate with parents:

How will I know how well my child is doing, and how will you help me to review and support my child's learning?



Roles and Responsibilities

Special Educational Needs Coordinator

In line with the recommendations in the SEND Code of Practice 2015, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- In relation to each of the registered pupils whom the SENDCo considers may have special education needs, informing a parent of the pupil that this may be the case as soon as is reasonably practicable.
- In relation to each of the registered pupils who have special educational needs:
 - Identifying the pupils SEND

- Co-ordinating the making of special educational provision for the pupils who meets those needs
- Monitoring the effectiveness of any special educational provision made for the pupil
- Securing relevant services for the pupil where necessary
- Ensuring that records of the pupil's special education needs and the provisions made to meet those needs are maintained and kept up to date
- Liaising with and providing information to a parent of the pupil on a regular basis about the pupil's special educational needs and the special educational provision being made for those needs
- Ensuring that, where the pupil transfers to another school or educational institution, all relevant information made to meet those needs is conveyed to the appropriate authority
- Promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
- Being involved in the selection, supervising and training of support staff who work with pupils with SEND
- Advising teachers at the school about differentiated teaching methods appropriate for individual pupils with SEND
- Contributing to in-service training for teachers at the school in relation to their roles and responsibilities for SEND pupils
- Preparing and reviewing the information for the SEND information report.

Governing body

The Governing bodies have a duty under Part 3 of the Children and Families Act 2014, Special Education Needs and Disability Regulations to:

- Ensure that SEND reforms are implemented in the school- the head teacher is responsible for the day-to-day delivery of the reforms;
- Must ensure that the school has suitable arrangements for consulting with parents, informs parents when pupils receive support for SEND and involves them in the reviews of the progress.
- Is responsible for ensuring that the school publishes information on its websites about the implementation of the governing body's policy for pupils with SEND (Information Report, Section 69 Children and Families Act 2014)
- Is responsible for ensuring that there is a qualified teacher designated as SENCo who has received the National Award in Special Educational Needs Co-ordination within three years of appointment.
- Must ensure that the school is co-operating with the local authority, including developing the Local Offer.
- Must admit a young person when the school is named in an EHC plan in co-operation with the local authority.

- Must admit that the arrangements are in place to support pupils with medical conditions (Section 100, Children and Families Act 2014)
- Must ensure that the school meets the Equality Act duties for pupils with disabilities, including publishing information about arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist disabled children (Accessibility Plan).
- Must have regards to the 0-25 SEND Code of Practice.
- Must use their best endeavours to meet pupils with SEND.

The SEN governor

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

Staff training

What training are the staff supporting children and young people with SEND had/having?

All Staff	Identified Staff
Epi-pen training & Epilepsy (annual update)	Mrs Shaheen (National Award for SENCOs in 2019) Previous CAT Associate for Access to Education Birmingham
Asthma training (annual update)	First Aid at work
Autism training (Tier 1)	Senior Leadership Team, Pastoral Manager and Support Staff Positive Handling training (February 2019)
Attachment training	Diabetes training (tailored to individual pupil's needs)
Inclusive teaching (Quality First Teaching) Support staff- Quality Targeted Interventions	Supporting children with physical needs such as visual and hearing impairments. (tailored to individual pupil's needs)
Adverse Child Experiences (ACES)	SEND TEAM Miss Wilcox - AET Schools good autism practice Tier 2 & AET Leading good autism practice Tier 3 PECS – West Midlands Speech & Language Therapy Lego Therapy Dyslexia CPD – Pupil and School Support Flash Academy

Secondary School Transition

At Thornton we host transition meetings with secondary schools to share key information about children's SEND. Parents/carers will be invited to these meetings and, if specialist services work with the transitioning child, additional staff may also be invited to attend. Some SEND pupils will be identified for 'early transition' which involves: visits to the secondary school they will be attending, completing transition related activities, consultations with specialist services and enhanced parent support to enable a smooth transition.

Documents that will be shared with the secondary school include:

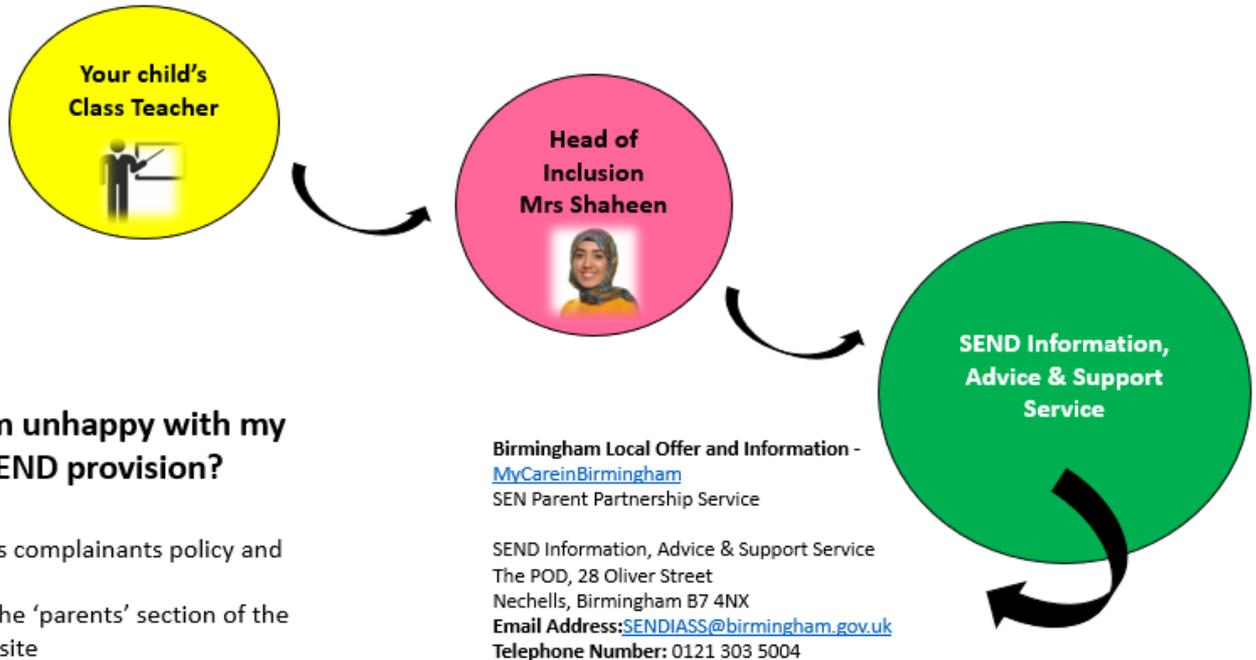
- Pupil Passports
- Learning Plans
- SEND Toolkits
- SEND File (clinic notes, diagnosis ect)
- Evaluated interventions
- SEND Review Logs
- Assessments
- Pupil Progress and Attainment Data

Admission Arrangements

Please refer to the school website for information regarding admissions as well as www.birmingham.gov.uk/school-admissions. The admissions for Thornton Primary School is in accordance with national and local legislation.

Who can I contact for more information?

Who can I contact for further information?



Or if I am unhappy with my child's SEND provision?

See school's complainants policy and procedure located in the 'parents' section of the school website