



East Sheen Primary School

Inclusion and Special Educational Needs and/or Disability Policy

(To be read in conjunction with the Special Educational Needs and/or Disability (SEND) Information Report and Equality Statement)

School Vision

Our purpose is to nurture happy, confident children who think deeply about themselves and others in preparation for the challenges ahead.

We do this by inspiring and celebrating:

curiosity and love for learning
collaboration and kindness
creativity and enthusiasm
resilience and achievement

Introduction

The school values the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Aims and objectives

Our school aims to be a fully inclusive school. We actively seek to create an environment that meets the needs of all children and removes or overcomes the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We achieve this through the attention we pay to the different groups of children within our school:

- girls and boys;
- minority ethnic groups;
- faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs and/or disabilities;
- higher ability children;
- children who are at risk of disaffection or exclusion;
- travellers and asylum seekers;
- Children Looked After;
- children eligible for pupil premium.

We seek to ensure that parents are able to play their part in supporting their child's education and that our children have a voice in the process.

Educational Inclusion

In our school we aim to offer excellence and choice to all our children and have high expectations for all learners. The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children.

When planning, teachers aim to meet these needs through:

- setting suitable learning challenges;
- using Rosenshine's Principles (a set of 10 principles of instruction that aim to improve student learning);
- using Zones of Regulation to help pupils manage their emotions so they can access their learning better;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children we know to be under-achieving?
- are our actions effective?
- are we using an Attachment Aware approach to support all pupils?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

A document to support teachers, '[Quality First Teaching Supporting children with SEND in the classroom](#)' has been produced by our SENCO.

Teachers may refer to this information when planning their lessons. It enables them to take into account the abilities of all their children. If the attainment of a child falls below the expected level, teachers enable the child to succeed by planning work that is in line with that child's individual needs. For some children, we produce Person-Centred Support Plans [PCPs], see SEND below. Where the attainment of a child exceeds the expected level of attainment, teachers extend the level of challenge within the area or areas for which the child shows particular aptitude.

Teachers ensure children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;

- participate safely, in clothing that is appropriate to their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, in spite of disabilities or medical needs.

Special Educational Needs and/or Disabilities (SEND)

Children with special educational and/or behavioural needs have learning needs that call for special provision to be made. Many children may have special needs at some time in their lives.

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

Many of the children who join our school have already attended an early education setting. Often children join the school with their needs already assessed. All our children are assessed upon entry, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within a Person-Centred Support Plan (PCP). The PCP will show the pupil and parent voice, long-term outcomes and short-term targets set for the child, as well as the preferred teaching strategies to be used. The short-term targets will be evaluated as part of the additional support provided to the child and the support plan will be reviewed termly to ensure the needs and support are updated regularly.

If the PCP review identifies that support is needed from outside services, we will consult parents prior to any assessments or consultations being actioned. In most cases, children will be seen in school by external support services. This

may lead to additional or alternative strategies to those already put in place. External support services may provide information for the child's new PCP. Any new strategies within the PCP will, whenever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern and cannot be supported within the school's resources, a request for an Educational, Health and Care Plan (EHCP) assessment will be made. A range of written evidence about the child will support this request.

In our school the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff (please see SEND report for further information on training).

Some children in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these children full access to all areas of learning. All our classroom entrances and the designated points of entry for our school allow wheelchair access.

Teachers modify teaching and learning as appropriate for these children. For example, they may differentiate activities to enable children to access the learning given their difficulty e.g. provide a story frame, sentence starters and wordbank for a writing activity. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in all theoretical and practical aspects of the curriculum by planning and providing any necessary reasonable adjustments.

Teachers ensure that the work for these children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities;

To respond to current legislation, the Governing Body regularly reviews:

- how the school can be made more accessible for disabled children, increasing the extent to which disabled pupils can participate in the curriculum;
- the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- the availability of accessible information to disabled pupils.

Pupils working below the standard of Key Stage Tests

Key stage 1

Four pre-key standards must be used for statutory assessment at the end of key stage 1 for pupils working below the standard of national curriculum assessments who are engaged in subject-specific study (see gov.uk document [here](#)).

Key stage 2

Six pre-key standards must be used for statutory assessment at the end of key stage 2 for pupils working below the standard of national curriculum assessments who are engaged in subject-specific study (see gov.uk document [here](#)).

The engagement model is used to assess pupils who are working below the standard of the national curriculum assessments and are not engaged in subject-specific study at key stage 1 (KS1) and key stage 2 (KS2) (see gov.uk document [here](#)).

Higher Attaining Pupils

‘Higher Attaining’ - pupils who have clearly demonstrated the ability, or the potential, to exceed the average level of nationally expected attainment for their year.

We have high expectations for all our learners and ensure every child is appropriately challenged and supported. We encourage a ‘growth mind set’ - a belief that intelligence and talent are not a given but can be developed through dedication and effort. We want to raise the aspirations of all our pupils so they are equipped for the challenges ahead and aspire to the highest level of personal achievement. Some will go beyond this to exceed expectations and work at the upper end of the ability range.

Greater challenge

For those who exceed expectations, we provide even greater challenge - both in and out of class - and ensure their efforts are rewarded and their achievements are celebrated.

This greater challenge is provided through a combination of elements to ensure the needs of individual learners are met appropriately, broadly categorised as:

- Increased depth - delving further into the same topic or looking at it from a new perspective.
- Greater breadth - exploring additional material as part of the same topic or an entirely different topic.

Teaching

Teaching staff are responsible for providing greater challenge to the appropriate learners using a combination of the elements outlined above.

All our teachers encourage exploration, creativity and resilience, promote deep and independent thinking and use effective, thought provoking questioning. These are some of the ways in which children can be encouraged to delve deeper into topics, consider a new perspective and apply their skills and knowledge to solve rich and sophisticated problems.

Themed days, activities, trips and workshops, projects and challenges are some of the ways breadth is provided in class. They allow pupils to make links across subjects and topics, as well as apply the skills and knowledge they have learnt to new contexts.

Learning English as an additional language (EAL)

A number of our children have particular learning and assessment requirements, which are linked to their progress in learning English as an additional language. Children who are learning English as an additional language may have skills and knowledge similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their communicative skills in English. The aim of this policy is to help ensure that we meet the full range of needs of those children who are learning English as an additional language (EAL). This is in line with the requirements of the Race Relations Act 1976.

In our school, teachers employ various methods to help those children who are learning English as an additional language achieve their full potential. Our EAL pathway document outlines strategies that teachers may adopt to support children joining the school who are new to English. Activities include:

1/ Develop spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meaning of key words, metaphors and idioms;

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- explaining how speaking and writing in English are structured for different purposes across a range of subjects;
- providing a range of reading materials that highlight the different ways in which English is used;
- ensuring that there are effective opportunities for talking, and that talking is used to support writing;
- building on children's experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.

2/ Ensure access to the curriculum and to assessment by:

- using accessible texts and materials that suit children's ages and levels of learning;
- providing support through pictures, ICT, video or audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate and possible.

All children in our school follow the curricular requirements of the Foundation Stage and the National Curriculum. Children with English as an additional language do not produce separate work. We do not generally withdraw children from lessons to receive EAL support. However, when deemed necessary there may be provision made for a period of one to one focused support.

Throughout the school we plan opportunities for children to develop their English language, and we provide support to help them take part in all activities.

Racism and inclusion

The diversity leader co-ordinates activities in school to promote diversity. Diversity ambassadors are selected from the pupil body. The diversity of our society is considered through our schemes of work, in particular through our PSHE scheme 'Jigsaw'. The unit 'Celebrating Difference' examines our similarities and differences and encourages children to value diversity and be proud of themselves. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background. Any racist incidents are recorded and reported to the governing body by the headteacher. The school contacts parents of those pupils involved in racist incidents.

Summary

In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and ensure that we meet all statutory requirements related to matters of inclusion.

Governors

Our governors for SEND are Nathalie Townley and Helen Wigglesworth. They meet regularly with the Special Educational Needs Coordinator (SENCO) to discuss SEND strategy.

Approved by Governors: Autumn 2023

Review date: Autumn 2025