



LONG DITTON

INFANT AND NURSERY SCHOOL

THE HEART OF LONG DITTON SINCE 1911

POLICY FOR INCLUSION and SPECIAL EDUCATIONAL NEEDS

Last reviewed Summer 2016 To be reviewed Summer 2017	This policy should be read in conjunction with the Equality, Medical and Teaching & Learning policies.
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This is a working policy, which will be reviewed on an on going basis as it develops. The policy provides a framework for collaborative discussions with the parents /carers of SEND pupils, Staff, the SEND Governor, and the Children and Learning Committee.

The policy reflects the statutory guidance set out in the SEND Code of Practice 2014; Equality Act 2010; Statutory Guidance on Supporting Pupils at school with medical conditions 2014; National Curriculum in England KS 1 & 2 framework document 2014; Schools SEN information report Regulations 2014 .

Electronic copies of this policy; the 14 Questions; Waves 1, 2 & 3 teaching and the SEN information report can be found on the school website [Long Ditton Infant and Nursery School | Be the best you can be](#) (About the School section; Ofsted Reports, SEND and pupil Premium; SEN provision) or you can ask for hard copies at the school office.

Additional information about local services for SEND can be found at www.surreysendlo.co.uk or by typing "Surrey Local Offer" into an internet search engine like Google.

1. VISION

Long Ditton Infant and Nursery School respects the unique contribution, which every individual can make to the community. We accept individual differences in ability, aptitude and level of skills whilst holding high expectations and academic aspirations for each individual child.

Inclusion is about attitudes and values, not just organisation and practice. Effective inclusion is based on the core values of entitlement, equality, partnership and diversity. Inclusion is the responsibility of every member of the school community.

At Long Ditton Infant and Nursery School we provide an inclusive environment where everyone has access to the best opportunities and highest quality of provision and where there are no barriers to learning; a place where children feel valued and secure; a place where children are excited about learning and are given the opportunities to fulfil their potential.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individuals or groups of pupils. We constantly review ways to increase learning and improve levels of attainment for everyone, particularly children who are at risk of under-achieving, those who are vulnerable or who have additional needs. This means that equality of opportunity will be a reality for our children in an environment where the individuality of every child is promoted. We recognise that this does not mean treating everybody in the same way, but taking account of individuals' different life experiences and needs.

We make this a reality by focusing on different groups in our school:

- Girls and boys
- Children who have Special Educational Needs including physical disability (SEND)
- Disadvantaged children who are at risk of disaffection or exclusion, including young carers, sick children, children from families under stress, children eligible for free school meals.
- Children from minority faiths, ethnicities, travellers (GRT), asylum seekers, refugees
- Children who have English as an additional language (EAL)
- Children who are Able, Gifted and Talented (A, G&T)
- Children who are Children in Care (CiC)

2. AIMS

AT Long Ditton Infant and Nursery school all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel they are valued members of both the school and the wider school community.

- We expect that all pupils will meet or exceed the high expectations set for them based on their age and starting points
- We will provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by setting suitable learning challenges; responding to pupils' diverse learning needs; identifying and overcoming potential barriers to learning and assessment procedures
- We will enable all pupils with SEN including physical disabilities, to fully access the curriculum and activities of the school by making reasonable adjustments which are compatible with the education of all other pupils
- We will identify any children with SEN as early as possible
- We will work collaboratively with parents/carers and pupils to set ambitious educational and wider outcomes
- We will value effort and progress equally to develop the self esteem, confidence and resilience of all children so they can make a successful transition to the next phase in their educational journey towards adulthood

3. OBJECTIVES

To maintain and develop effective inclusion our key objectives are

- To monitor and analyse progress and attainment of all vulnerable groups and plan appropriate provision and intervention as part of a systematic 'assess, plan, do & review" cycle
- To develop pupil centred processes to identify SEN and assess, plan, provide and review provision for SEND pupils
- To communicate and collaborate with parents/carers and children to plan and achieve educational and wider outcomes
- To develop effective whole school provision management of wave 1, 2 and 3 provision for all pupils which includes costing to provide evidence of need for Education Health Care Plans
- To provide Continuing Professional Development for all staff which reflects both the needs of our vulnerable pupils and the needs of individual members of staff

4. DEFINITION OF SEND

At our school we use the definition for SEN and disability from the SEND Code of Practice (2014). This states:

*SEN: 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.***

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010, that is "...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities."

5. IDENTIFICATION OF SEND

The 4 areas of Special Educational Need and Disability as outlined by the Code of Practice (2014) are:
Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. For example finding it difficult to express themselves, understanding what is being said to them or not understanding or using the social rules of communication. Every child with SLCN is different and their needs may change over time. This area of need includes various forms of Autism (ASD).

5.1 Cognition and learning

Some children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs e.g. moderate learning difficulties (MLD); profound and multiple learning difficulties (PMLD) (which may also include a physical disability or sensory impairment); specific learning difficulties (SpLD), (which may affect one or more specific aspects of learning e.g. dyslexia, dyscalculia and dyspraxia.)

5.2 Social, emotional and mental health difficulties

Children with social and emotional difficulties can become withdrawn or isolated, or display challenging, disruptive or disturbing behaviour. These behaviours may be due to mental health difficulties such as anxiety or depression, self-harming, substance misuse or eating disorders. They can also be due to disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

5.3 Sensory and/or physical needs

As well as physical disability, this area includes vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI). These difficulties can be age related and may fluctuate over time. Children with these difficulties will require specialist support and/or equipment to access their learning and all the opportunities available to their peers.

6. A GRADUATED APPROACH TO SEN SUPPORT.

At all stages, the class teacher monitors the child's progress and liaises closely with the parents / carers and the Inclusion Manager.

6.1 Wave 1 provision is Quality first teaching for all children where class teachers provide differentiated work and flexible approaches to meet the individual needs of all pupils in their class. Please see appendix 1 for examples of the wide range of strategies teachers may use.

Ongoing teacher assessment and the rigorous whole school tracking system, which includes half termly pupil progress meetings with the Senior Leadership team, are used to monitor all children's progress, development and attainment. This identifies where there is the need for more targeted interventions.

6.2 Wave 2 provision is short-term and may be delivered by class teachers, teaching assistants or by a Special Needs Support assistant. A qualified teacher directs the appropriate provision with support from the Inclusion Manager and /or the Senior Leadership Team. The impact of these provisions is monitored regularly and informs if, and what ongoing provision is required. Please see Appendix 2 for examples of Wave 2 interventions. The interventions running at any point in time depends on the needs of the children.

Advice from and assessment by the Educational Psychologist and specialist teachers may be sought as part of Wave 2 provision, however, as teachers have access to these professionals during informal "Clinics", their expertise also guides Wave 1 provision.

Where SEN support is required, the teacher, Inclusion manager and the parent/carer will put together a plan (Section 5 of the Pathway Plan) outlining the adjustments, intervention and /or support which will be put in place as well as the expected outcomes and a review date. Targets will be shared with the child in appropriate child friendly language. All staff working with the child will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

In addition to daily monitoring and half termly rigorous tracking of progress and attainment, individual targets will be reviewed in October, March and July by the teacher, Inclusion manager and parents/carers. These meetings are timed to coincide with parent consultation meetings and they will inform the planning for the next steps for a further period of time or where successful, the removal of the pupil from SEN support. Teachers will provide informal feedback when appropriate and parents are encouraged to talk to class teachers at the end of the school day or make mutually convenient appointments to discuss any concerns between the timetabled, formal meetings.

The needs of most SEN children are met through **SEN Support** which is provided by the School's SEN budget.

SEN support can take many forms and could include:-

- Teaching staff working with your child in a small group
- Adapted or different materials and equipment
- Observing your child in class or a playtime
- Keeping behaviour logs or diaries
- Helping your child take part in class activities
- Making sure your child has understood things by encouraging them to ask questions
- Supporting your child to try things they find difficult and develop resilience
- Targeted extra help from a teacher or a teaching assistant
- A special learning programme for your child
- Helping other children to work with your child, or play with them at break time
- Supporting your child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

For children whose needs cannot be met through the school's resources, an Education Health Care Plan will be applied for, if it is not already in place. This may access additional resources and support for a child.

7. EDUCATIONAL HEALTHCARE PLAN (replaced STATEMENT OF SEN in September 2014)

If "SEN support" is insufficient to meet the needs of a pupil, the school will work in partnership with the parents /carers to submit a SEND Support Arrangement with the necessary evidence to the Local Authority to demonstrate that the level of need far exceeds SEN support and to request additional provision. A Local Authority Forum will decide within 6 weeks if your child is eligible for an EHC plan. If there is enough evidence to support an EHC plan, the local Authority must assess your child's needs, decide on what additional resources are needed and produce the final EHCP within 20 weeks. The entire process from submission of the application to the final plan may take up to 26 weeks.

This higher level of support is usually long term and is the main example of Wave 3 provision.

7.1 Annual reviews.

All Statements/EHC plans must be reviewed at least annually. The parents/carers, the child, the Local Authority, the school and the other professionals involved work collaboratively to decide if the child's needs have changed and if the provision specified in the statement/EHC plan, meets the child's needs. The Annual Review celebrates the child's achievements as well as identifying any continuing barriers to their learning and the provision required to overcome these. For Year 1 pupils, the review, will give clear recommendations as to the type of provision the child will require at the next Key Stage.

8. MANAGING THE NEEDS OF CHILDREN ON THE SEN REGISTER

The class teacher is responsible for working with the children on a daily basis. They liaise closely with the teaching assistants or specialist staff who provide the support set out in Section 5 of the child's Pathway Plan and monitor the progress being made against these targets.

These individual targets are formally reviewed with parents/carers in October, March and July. However, at the end of each term the impact of each intervention is measured and recorded on the whole school provision map.

A range of interventions is used (please see Wave 2 for some examples). Interventions are either evidence-based programmes with proven success or specific interventions recommended by outside agencies/other professionals to meet a particular need.

The Surrey provision-mapping tool is used by the Inclusion Manager to monitor and evaluate interventions. The tool includes prices so the cost effectiveness of interventions is available and there is also evidence (current and historical) to support any applications for EHC plans.

The SEN register is constantly reviewed and then updated termly based on the progress and developing needs of each child. Children may be removed from the SEN register if the early interventions have been successful.

9. SUPPORTING PARENTS/CARERS AND CHILDREN.

Great value is placed on working with parents. If parents are concerned about a child, they should initially contact the child's class teacher as soon as possible. As part of the school's open door policy, the Inclusion Manager and Head Teacher are also available to discuss concerns. The school welcomes parents' involvement. When the decision is made to put a child's name on the SEN register, and at subsequent stages, the school will actively seek to involve parents and encourage them to express their point of view and contribute to the decision making process. From time to time, parents may be asked to support their child's learning through activities to be carried out at home.

Long Ditton Infant and Nursery School liaise closely with feeder schools and parents/carers to ensure all children have positive transitions to their new settings. Additional support is provided for SEND children and this includes SENCOs from receiving schools attending Annual reviews or transition meetings and observing/working with the children in the classroom. The Inclusion Manager will visit local SEND children due to join our school, meet with parents/carers and liaise with staff in their current settings. If a child is moving from outside the area, liaison will initially be via telephone and/or email. Where appropriate additional transition visits will be arranged and personal social stories used to prepare children.

Additional details about SEND at Long Ditton Infant and Nursery School is outlined in the SEN Information report, the "14 questions" and the Wave 1,2 and 3 provisions, all of which can be found in the SEND section of the school website.

Parents can also receive support and advice from the SEND Information Advice and Support Service. Information about the support they can provide can be found on their website at www.sendadvice.surrey.org or they can be contacted on 01737 737300 or emailed ssiass@surreycc.gov.uk

Surrey's Local Offer provides a wealth of information about local services and can be accessed at www.surreysendlo.co.uk or by typing "Surrey Local Offer" into an Internet search engine like Google.

10. Supporting children with medical conditions

Long Ditton Infant and Nursery School recognises that pupils with medical conditions should be properly supported so that they have full access to education including school trips and physical education. Where children with medical conditions are also disabled, the school will comply with its duties under the Equality Act 2010.

Please refer to the school's Medical and Equality Policies.

11. CHILDREN IN CARE (CiC)

The Children and Families Act 2014 places a duty on local authorities as corporate parents to promote the educational achievement of Children in Care (CiC). As a school, we follow the guidelines set out in the statutory guidance for local authorities' document "Promoting the education of looked after children" (July 2014)

Education for LAC in Surrey is supported and monitored through the Virtual School. All children in the care of Surrey are on the roll of the Virtual School as well as their own school. At Long Ditton Infant and Nursery, the designated teacher for CiC is Mrs Monica Paines. She is responsible for liaising with the Virtual School, championing the educational attainment of CiC and acting as a source of information and advice about their needs.

Looked after Children are often no less able than their peers but can often underachieve due to their circumstance and in many cases, from disrupted schooling.

We are committed to prompt identification of these children's needs in terms of education and social and emotional development and will provide appropriate support within the school's SEN framework if necessary.

12. MONITORING AND EVALUATING SEND

The Inclusion Manager is part of the Senior Leadership Team which ensures that inclusion remains integral to the everyday running of the school and high priority in all strategic planning. The Inclusion manager is responsible for:

- Promoting equally high aspirations for all vulnerable children by all stakeholders
- Advising class teachers on meeting a diverse range of needs
- Maintaining a register and collating data on the progress of pupils in all vulnerable groups including SEN, AG & T, EAL, GRT, Pupil Premium and CiC
- Working collaboratively with all staff to evaluate the impact of interventions and plan appropriate next steps
- Supporting staff to complete the relevant sections of SEND Support Arrangements for SEND children
- Liaising with external support agencies (e.g. Surrey Specialist Teacher and Educational Psychology Service (STEPS), Health Service, Linden Bridge Outreach Service)
- Co-ordinating the staged approach to school based SEN assessment
- Encouraging the involvement of parents in decision-making about pupils with SEN
- Managing and liaising with Special Education Needs support staff
- Presenting termly Inclusion Reports to the SEN Governor, Children and Learning Committee and the full Governing Board and responding to any questions or challenges
- Monitoring and reviewing SEN funding with the School Business Manager

- Arranging Continuing Professional Development for staff to effectively meet the SEND needs of the school (as outlined in the School development Plan), the needs of specific children and to develop the skills of specific staff in relation to their job descriptions
- Attending termly SENCO network meetings to develop good practice and keep up to date with the ongoing changes to and development of the SEND provision and procedures

13. CONTACTING THE INCLUSION MANAGER

The Inclusion Manager (previously known as the SENCo) is Mrs Sharon Emmett and she can be contacted on 0208 3984398 or by email at deputy@longditton.surrey.sch.uk

The Governor responsible for Special Educational Needs is Mrs L.Braybrook and she can be contacted via the School Office (0208 3984398).

14. COMPLAINTS PROCEDURE

If parents/carers are not happy about the school's procedure for a pupil with special needs, they should firstly speak to the class teacher. If they are still concerned they should contact the Inclusion Manager. If the matter has not been satisfactorily resolved, then the *Responding to parental concerns Policy* which is available from the school office or from the school website (under Parent Information / Policies), outlines the steps for parents/carers to follow.

Parents can also get support and advice from the SEND Information Advice and Support Service for (SSIASS). Information about the support they can provide can be found on their website at www.sendadvice.surrey.org.uk or they can be contacted on 01737 737300 or emailed ssiass@surreycc.gov.uk

APPENDIX 1

Wave1 provision at Long Ditton Infant and Nursery School. These strategies are used in our classrooms and they are all part of what we consider **QUALITY FIRST TEACHING**. Different strategies will be used at different times to meet the needs of our children.

Communication & Interaction strategies	General classroom strategies	Cognition and Learning strategies
<ul style="list-style-type: none"> • Learning objectives shared with children • Key vocabulary clearly displayed • Reading records to share with home • Class notice boards outside classes • Circle time • Keeping instructions clear and simple • Asking children to repeat back instructions • Gestures used to support spoken word • Word maps (displays and on tables) • Adults use differentiated or simplified language as needed 	<ul style="list-style-type: none"> • Children help and support each other with ideas (e.g Talking partners, informal paired /group talk) • Children's contributions are valued by peers & adults • Seating plans, groupings and pairing of talk partners are used to ensure the best learning opportunities • Learning activities are modeled to children • Multisensory teaching and learning • Brain gym /movement breaks are used to help children feel ready to learn • Class Visual timetables are used • Visual prompts, aids and resources support learning e.g. word banks, sound mats, number lines etc • Inspiring and stimulating learning so children are interested and keen to learn • Additional adults are purposefully managed to support learning and progress 	<ul style="list-style-type: none"> • Differentiated planning and work to ensure learning matches individual children's ability and includes a suitable level of challenge • Differentiated delivery and questions e.g. simplified language, slower lesson pace, higher / lower order questions to match the needs of different children • Clear success criteria so children know what they need to do to succeed • Flexible methods of recording as appropriate e.g. cartoon strip instead of written prose, use of ICT • Group and individual targets • Next steps to improve learning and skills are shared with children (verbally and using the child friendly marking code)
<p>Sensory and Physical strategies</p>		<p>Emotional, Mental and Social strategies</p>
<ul style="list-style-type: none"> • Flexible teaching arrangements (e.g seating, pupil being able to move at will to access lesson) • Teachers are aware of the impact of sensory and physical impairment so ensure they are not covering their mouth when talking; keeping background noise to a minimum ; facing children when speaking • Appropriate lighting • Availability of resources e.g. wobble cushion, lap weights and pencil grips • Suitable furniture and space • Easy access to resources • The length of activities are age appropriate • Motor development supported through the PE curriculum and Funky Fingers 	<ul style="list-style-type: none"> • The school behaviour policy is followed consistently by all staff • Pupil voice is heard formally (school parliament, school buddy meetings) and informally • The school values are explicitly taught and embedded in the curriculum and actively encouraged in communication between all members of the community • Mistakes are recognised as a valuable part of learning • Praise is purposeful and used for effort, behaviour and success • Supportive classroom displays and resources labelled and accessible to children 	<ul style="list-style-type: none"> • Whole school golden rules • Class rules clearly displayed • Early Years class behaviour reward system (happy / sad clouds) • Year 1 & 2 behaviour reward system (star /Amber & Red cards) • Time out systems (sandtimers) • Assemblies and circle times that focus on specific issues • Individual reward charts as required • Year 2 buddy system at lunchtime • Restorative approach to dealing with behaviour issues (behaviour policy followed while discussing feelings of both parties and what could be done to restore a positive relationship) • Differentiated expectations of ability • Relevant training for school staff

APPENDIX 2

Wave 2 provision at Long Ditton Infant and Nursery school.

These short-term interventions may be delivered by class teachers, teaching assistants or by a Special Needs Support assistant. A qualified teacher directs the appropriate provision with support from the Inclusion Manager and /or the Senior Leadership Team.

The impact of these provisions is monitored regularly and informs if, and what ongoing provision is required.

**Which interventions are running at any point in time depends on the needs of the children.
Below are examples of some of the interventions.**

- SNAP on to Maths (key number facts and strategies)
- 1 to 1 FRED (Read ,Write Inc) tutoring for phonics and reading
- Precision teaching (over learning of literacy and/or maths 1 to 1)
- Jump ahead (gross motor skills)
- Funky Fingers (fine motor skills)
- Language groups to develop interaction, receptive and expressive communication skills and understanding of vocabulary.
- Speech production work (1-1; 1-2)
- Social skills groups
- Self Esteem development group (Happy to be me)
- Breaking Down Barriers (specific communication need)
- Phonological Awareness Programme
- Developing Written Language Skills
- Language for Thinking

With parental consent:-

- Referral to outside agencies for assessment, review of interventions currently in place and advice (e.g. the Educational Psychologist (EP); Learning and Language support teacher (LLS); Social, Emotional & Mental Health support teacher (SEMH); Physical and Sensory support teacher (PSS) ; Speech and Language service (SALT); occupational Therapy service (OT); Child and Adolescent mental Health Service (CaMHS)
- Home School Link Worker (HSLW) to support at home and /or at school
- Linden Bridge Outreach team to support children on the Autistic spectrum
- REMA service which includes English as an Additional Language support service and the Traveller support service