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Reach For The Stars

Inclusion Policy

Our Motto

Reach For The Stars

Our Vision Statement

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century. Our vision and values support **Articles 2, 12, 15, 19, 24, 27, 28, 29, 31** of the United Nations Convention on the Rights of a Child.

- **Articles 2/12:** We respect the right to be listened to and listen to others.
- **Articles 19/24:** We respect the right to feel safe at school and help others feel safe.
- **Article 28:** We respect the right to learn and let others enjoy their learning.
- **Articles 15/31:** We respect the right to join in and be part of a team.
- **Article 29:** We respect the right to develop our potential and to do it with a growth mindset.
- **Article 27:** We respect the right to look after our own and others property

Our Values

★ **S**triving **T**eamwork **A**ll Included **R**esponsibility **S**uccess ★

★ Striving

Our aim is that we are a school that:

- **uses our Growth Mind-set (learning from mistakes and always willing to have a go)**
- **never gives up and always find ways of improving**
- **enjoys challenges and aims high**

★ Teamwork

Our aim is that we are a school that:

- **encourages and supports each other to be the best we can be**
- **learns from each other**
- **listens to and respects each other's ideas**

★ All Included

Our aim is that we are a school that:

- **has high expectations of everyone**
- **encourages everyone to take an active part in learning and life of our school**
- **nurtures and celebrates what makes each and every one of us unique**
-

★ Responsibility

Our aim is that we are a school that:

- **takes ownership of the choices we make**
- **takes ownership/charge of our own learning**
- **looks after each other and our school**

★ Success

Our aim is that we are a school that:

- **provides an education that encompasses academic, creative, social, emotional, physical and cultural development.**
- **celebrates our efforts and achievements**

Equal Opportunities and the Single Equality Scheme

Last Review Date: Summer 2018

Next Review Date: Summer 2019

We believe that all those who work in Osmani - children and adults - have the right to be treated fairly and with respect by everyone connected with the school.

We aim for Osmani to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender identity, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation.

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

This policy supports the school in addressing all of the UN Convention on the Rights of the Child.

Rationale:

Osmani Primary School is committed to providing an appropriate and high quality education to all children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Osmani has a separate SES (Single Equality Scheme and Community Cohesion Policy) that make explicit our response to statutory duties and our commitment to enabling all members of our community to be treated fairly and enabled to be included in all aspects of school life.

Osmani is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

Our Single Equality Scheme makes clear that we do not locate any barriers to learning within the child but rather we ensure that we constantly consider what reasonable adjustments we can make to our environment, curriculum and teaching to enable children to make progress. We track and observe all learners and ensure that particular groups are given appropriate attention:

- girls and boys, men and women
- minority ethnic and faith groups,
- Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority or are known to social care
- those who have medical needs
- those who are young carers
- any learners who are at risk of disaffection and exclusion
- children who have suffered a bereavement

Last Review Date: Summer 2018

Next Review Date: Summer 2019

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and KS1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. We also ensure that children who are at risk of under achievement, for whatever reason, are not labelled as SEN but rather the factors causing the underachievement are identified and actions taken to address them. Similarly, we do not let socio economic factors to be used as an excuse for underachievement, but seek to address any trends to ensure children are able to progress.

At Osmani we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

SEND Policy

The SENCO is responsible for coordinating all the support for students with special educational needs and/or disabilities (SEND) and developing the school's SEND Policy to ensure all students get consistent, high quality teaching to meet their needs in school.

SENCO: Penny Seymour

Deputyhead and member of the SLT

Contact details: deputyhead@osmani.towerhamlets.sch.uk

Completed National Award for SEN (NASENCo award)

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (September 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy 2014
- Accessibility Plan 2014-2017
- Teachers Standards 2012
- This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

Last Review Date: Summer 2018

Next Review Date: Summer 2019

SEND Information and Guidance

Definition of special educational needs (SEN).

- a) '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.
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - i. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - ii. Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- d) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' **(Child and Families Act 2014 s20)**

Definition of a disability (D)

- A person has a disability if -
physical or mental impairment, and

the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.' **(Equality Act 2010 s6)**

School Vision statement:

Our purpose is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities of the 21st century.

We believe that all children, including those identified as having special educational needs and disabilities, have a common entitlement to a broad and balanced academic and social curriculum (which is accessible to them) and to be fully included in all aspects of school life.

We believe that all teachers must have high expectations for the progress and attainment of all pupils in their class. High quality teaching must be the first response to meeting the needs of all children including those who have or may have SEND.

All staff must use their best endeavours to meet the needs of all children in the school including those with SEND. This includes early identification of SEND; quality teaching targeted at their needs and evaluation of the teaching and learning to ensure progress is being made for children with SEND.

Objectives

1. To identify and provide for pupils who have SEN and additional needs
2. To work within the guidance provided in the SEND Code of Practice 2014
Approach to management and provision
3. To provide a SENCo (Special Educational Needs Coordinator who will work within the SEND policy guidelines
4. To provide support and advice for all staff working with pupils with Special Educational Need

Last Review Date: Summer 2018

Next Review Date: Summer 2019

Identification of Special Educational Needs or Disabilities.

There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

At Osmani we understand that behaviour is not a category for SEN. As a school we need to understand the behaviours as a response to an underlying need and identify appropriate support and provision.

We identify the needs of a child, by considering the needs of the whole child which may include, pastoral or mental health needs as well as SEN.

We will also consider what may not be a SEN but may impact on progress.

- Disability (COP 2014 outlines the reasonable adjustment duty for all schools and provided under the current Disability Equality legislation, these alone do not constitute a SEN)
- Attendance and Punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a child who is looked after CLA
- Being a child of a serviceman or servicewoman

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place.

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing at the expected rate and who may have additional needs. We also ensure that children who are at risk of under achievement, for whatever reason, are not labelled as SEN but rather the factors causing the underachievement are identified and actions taken to address them.

How children are identified as having SEND at Osmani

Step 1

All children are assessed 4 times year as part of the school assessment cycle.

- Data and information is gathered through: teacher assessment, standardised tests, observations, parent consultations, pupil discussions, work scrutinies.
 - The data is then rigorously analysed in Pupil Progress Meetings (PPMs) with CTs and SLT.
 - Children who have not made progress or are not at age expected levels are identified for further discussion.
- Parents may raise any concerns about their child's progress with their class teacher or SENCo
- The SENCO may be alerted to newly arising concerns outside the assessment cycle meetings, through the SEN Referral Form. This form will be completed by the class teacher and must include evidence of both the concern and what strategies have already been put in place to support the child. It will be discussed within a week.

Step 2

For some children further action is needed.

- For any pupil identified as not making the expected progress or not meeting the age related expectations, their results are analysed at Strategy Meeting with SLT, Core TLLs and the Interventions Manager.
- Provision for these children is identified and the class teachers must provide high quality teaching targeted at their areas of weakness, a differentiated curriculum and appropriate aids and resources. Some out-of-class targeted and time bound 'Catch up' intervention may be put in place.
- Pastoral care support may be identified for children who have barriers to their learning.

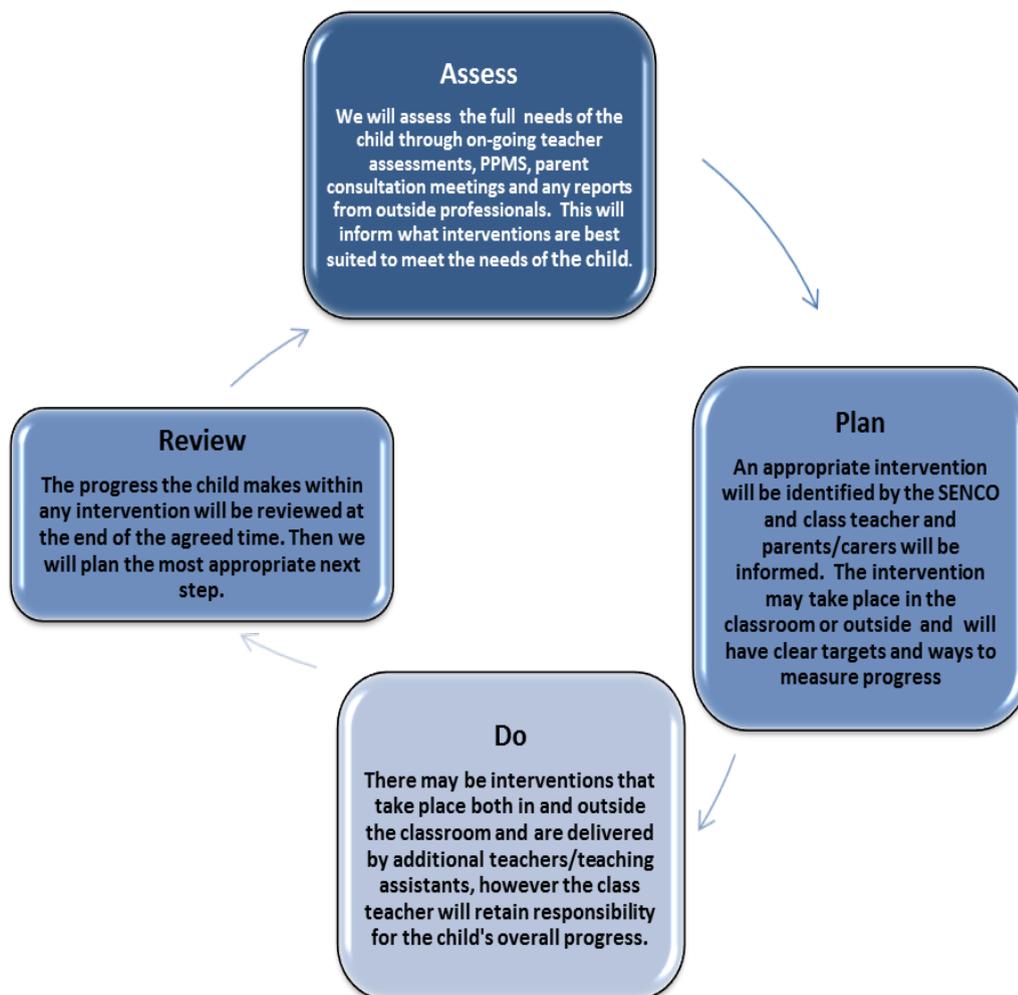
Step 3

For a few children

- Where a pupil continues to make inadequate progress despite; high quality teaching targeted at their areas of weakness, differentiated curriculum, appropriate aids and resources, then the class teacher working with the SENCO, will assess whether the child has a **significant learning difficulty**.
- If there is an agreement about SEN support- at this point the child would be placed on the SEN register. The school will consider whether they have provision in school or whether to seek advice, assessment or support from external agencies to ensure appropriate provision is put in place.
- A child will go straight on to the SEN register if prior to the child attending school, SEND has been identified. The school will seek advice from external agencies to ensure apt provision is put in place.
- If the child is identified as underachieving, further investigations will be made.
- SEN and CTs meet termly to review the progress and attainment levels of all children on the SEND register and plan further provision.
- If the child is identified as underachieving, further investigations will be made.

Where a child is identified as having SEN, SEN support in school is provided through a **Graduated Approach Cycle that is based on four types of action; Assess, Plan, Do, Review.**

Graduated Approach Cycle



This four part cycle ensures earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what supports the child to attain well and make good progress.

Recording the Plan for children on the SEND register

Actions and targets agreed during the planning part of the Graduated Approach Cycle will be recorded on a child's One Page Profile (OPP) These are written by the class teacher and the SENCO in consultation with parents and the child. The targets are time bound and measurable.

Managing children on the SEND register

Once a child has been identified as having SEND, the school will put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.

For children identified with SEN and with high levels of need, and where provision cannot be provided by the school, we will draw on the expertise of outside agencies to further assess, identify and plan provision for the children's special educational needs.

- The Educational Psychologist visits the school regularly following discussion with the SENCO as to the purpose of each visit.

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- The Support for Learning Service is accessed by the SENCo when a need for assessment, additional support, advice as been identified. Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, Specific Literacy Difficulties.
- Teachers from the Sensory Impairment Team work in school to support children, both with and without Statements, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a Statement. Class teachers plan alongside these specialist teachers who also attend and contribute to Annual Reviews and targets for the child's One Page Profile.
- The SENCo liaises frequently with a number of other outside agencies and will refer when the school is unable to meet the provision.
- Additional support is given by the HSLO and Learning Mentor to complete the referral forms, CAFs etc. in order to access the services of the
 - School Nurse
 - Speech Therapy
 - Physiotherapy
 - Occupational Therapy
 - Educational Psychologist
 - Language and Communication teachers
 - Behaviour Support team
 - CAMHs
 - Social Services
 - Education Welfare Service
 - Side by Side therapists

Parents/carers are informed if any outside agency is involved.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at Tier 2 and 3, (see below) and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make an Education Health and Care Plan. (EHCP)

The school is required to submit evidence to the LEA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's need can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of Special Educational Needs or EHC Plan

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.

Last Review Date: Summer 2018

Next Review Date: Summer 2019

Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan (EHCP) and will ensure that all prerequisite for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice (2014) and with LEA policy and guidance - particularly with regard to the timescales set out within the process.

Provision for children with SEND

All children in Osmani will be provided with **Tier One** provision which consists of high quality differentiated teaching in the classroom targeted at children's needs. This may include pre-teaching concepts and vocabulary in small groups, instructions simplified, wordbanks, number lines and now and next boards for children who are lower achievers or children with SEND. Teacher must also provide challenging work for higher achievers. Additional interventions and support cannot compensate for a lack of good quality teaching. Class teachers are responsible for the progress of all children in their class including children with SEND. Staff working in the class must have high expectations for the progress and attainment of all children including those with SEND.

Some children may receive **Tier 2** interventions where the child is just below their expected levels and require a catch up programme in order to plug any gaps they may have in their learning. Sometimes these take place in the classroom or outside the classroom e.g. 1st Class at Numbers, Early Literacy Support, (ELS) The progress children make in interventions is expected to be rapid and accelerated. Progress is monitored by the Class teacher, the adult leading the intervention and SLT, during Pupil Progress Meetings. If emotional, social or mental health issues are identified, children may be referred for support from the Pastoral Care team. This support may be in-class support, outside of class with the learning mentor.

If a pupil has not made the required progress then the appropriate referral will be made to outside professional support. The class teacher is responsible for the progress of all children in the class, even those who are receiving interventions outside of the class with a support CT or TA.

A few children may receive **Tier 3** interventions. These are for children who are significantly below their expected age levels and require specialist provision. This could be from specialist teachers in school e.g. Reading Recovery, Numberscount, or from external agencies for example the Support for Learning service, Occupational Therapists or Speech Therapists or where there are barriers to learning, from the Side by Side therapy team. These specialists may work one to one with the child, in small groups or may train up members of staff to run the programmes. Some children on p levels will have a more personalised programme of provision within school and may have 1:1 support of an LSA. The class teacher is responsible for the progress of all children in the class, even those who are receiving interventions outside of the class or those who have 1:1 LSA support in class.

In order to provide a broad balanced and adapted curriculum for children with complex SEN, they will have an Individual Provision Map to ensure all their provision needs are met.

The school regularly assesses and reviews the teaching in the school to ensure teaching is of high quality and targets the needs of all children. The review of teaching is carried out through formal observations three times a year, weekly drop ins from HOPs and Phase Managers, learning walks undertaken by TLLs and whole school book scrutinies. Through the reviewing process, SLT will identify where improvements are needed including; developing teachers' understanding of strategies to identify and support vulnerable children, and their knowledge of the most common SEN.

Last Review Date: Summer 2018

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Provision Mapping

All Tier 2 and Tier 3 provision is listed on the school's provision map. Data is gathered from SEN reviews and Pupil Progress meetings and is analysed by the SENCo and Interventions Manager. This enables the school to identify where the greatest areas of need are and to offer the best provision to meet the needs. .

Appropriate and effective provision is bought in from specialist services where school staff are unable to offer this, e.g. Specialist Literacy teacher.

One Page Profiles (OPP)

All children on the SEND register have **One Page Profiles**

- One-page profiles are created for children with SEND, with input from the child. They provide a summary of who the child is, and can be used to share information between home and school to ensure that the child gets the right support in order to achieve well.
- It captures all the important information about the child on a single sheet of paper under three simple headings; what people like and admire about me, what's important to me and how best to support me.
- It also lists the current interventions , summary from professional's reports and a summary of the SEND review with professionals and teachers.
- Children with EHCPs have One Page Profiles that include their Annual review targets.

Learning Passports

All children with complex SEND and an LSA have a 'learning passport' to ensure consistency for adults supporting and teaching these children.

Criteria for exiting the SEN register

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then the child will be removed from the SEN register. Their name will remain on the Provision Map- under the category 'Monitoring' for year to ensure the progress is sustained. The child's progress will continued to be reviewed at SEN reviews for the following year.

Supporting Pupils and families

The school aims to work in partnership with parents and carers. We do so by:

- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have
- Guiding our parents towards our SEND school information report (Website and Appendices) and to the LEA Local offer.
- Giving parents and carers opportunities to play an active and valued role in their child's education and instilling confidence that the school will listen and act appropriately
- involving parents in the drawing-up and monitoring progress against the child's targets
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing

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- Parents/carers meet with the SENCo and class teacher three times a year. These meetings will provide regular opportunities to discuss concerns and progress and to update further information from home (one Page Profiles) in order to support the child more effectively. Parents/carers are able to make other appointments on request.
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- Working effectively with all other agencies supporting children and their parents
- making parents and carers aware of the Parent Advice Centre services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.
- Make parents aware they are entitled to ask the Local Authority to conduct an Education, Health and Care (EHC) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce a ECH Plan.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions in discussions about the best way to support them. All pupils are involved in monitoring and reviewing their progress through peer and self-assessment in class and through their target sheets.

We endeavour to fully involve all pupils by encouraging and supporting them to:

- identify their own learning needs
- share in individual target setting so that they understand what their targets are and why they have them,
- self-review their progress and set new targets with their class teacher during pupil conferences (4 times a year)
- for children with EHCPs - to monitor and celebrate their success at their Annual Reviews and to contribute to their new targets.

Supporting Pupils at School with Medical Conditions

(See separate Medical Needs and Medical Administration Policy)

Monitoring and Evaluation of SEND

The progress of children with SEND will be assessed and reviewed through:

- 1:1 conferences with classteachers during the 4 assessments points during the year which form part of the school's assessment cycle (Pupil voice)
- Rigorous analysis of pupil data on attainment and progress in Pupil Progress Meetings (PPMs) with CTs and SLT.
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
- Results are analysed at Strategy Meeting with SLT, Core TLLs and the Interventions Manager and effectiveness of each intervention is analysed.
- Termly evaluation during SEN reviews between the classteacher and SENCo, as to whether children on the SEND register are meeting their individual targets on their One Page Profiles

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- Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

Monitoring of policy

This policy will be monitored through; planning, book scrutiny, lesson observations, moderation meetings, drop in by the SLT, learning walks, focus groups, end of unit assessments as well as keeping abreast of national policy changes.

Training and resources

SEND provisions are funded through, Notional SEND budget to provide high quality provision for SEND children. In addition school receives top up funding for children with statements and EHC plans and Pupil Premium.

The Headteacher, SENCo and governing body establish a clear strategic plan for SEN funding based on the needs of the children in the school identified through the Provision map.

- Training needs of staff and the school are identified through the School Development Plan, the Appraisal Cycle and Individual Pupil Needs for example, a Teaching Assistant trained to deliver sensory activities for children with Autism.
- All teachers and support staff will undertake induction on taking up a post so that they understand the structures, systems and practice within the school
- The SENCo will liaise with the Assistant head for CPD who co-ordinate SEND CPD for staff where necessary.
- The SENCo will continue accessing the training for the NASENCo Award
- The school has links with many agencies e.g. Phoenix Outreach Service for children with Autism, and works closely with the Educational Psychologists who provide a consultative model and can support training.

Roles and responsibilities

Class teacher

- Must have high expectations for the progress and attainment of all children in their class including those with SEND.
- Ensures all children, including those with SEND, have access to a broad and balanced curriculum differentiated to meet their needs.
- Provides high quality differentiated teaching in the classroom targeted at children's needs.
- Provides challenging work for higher achievers.
- Is responsible for the progress of all children in their class including children with SEND who may be receiving interventions within or outside the classroom.
- Ensures there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies".
- Ensures effective deployment of additional adults and of resources to maximise outcomes for all groups of vulnerable learners.
- Assess children 4 times a year and identify those making slow progress or those below age expectations
- Identify children with the most common SENs and alert the SENCo via the SEN referral form.
- Liaise with the intervention TAs and teachers on a regular basis
- Liaise with LSAs in the last 30 mins of their PPA to discuss planning for children with complex SEND
- **Liaises with the SENCO to agree :**
 - o which pupils in the class are SEN and need to be placed on the SEN register

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- o which pupils are underachieving but do not have special educational needs.
- o which pupils require additional support because of SEN and identify the intervention needed
- o contribute to the targets for children with One Page profiles
- o meet with parents of children with SEND 3 times a year
- o contribute to Annual Reviews and 8 week planning meetings.

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day-to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on the whole school provision map, a tiered list of pupils with special educational needs – those in receipt of additional SEN Element 2, and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting children with SEN and vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request an Education Health and Care Plan
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the SEN register or pastoral care register to their secondary school.
- For new arrivals on the SEND register, the SENCO will liaise with previous school's SENCOs to obtain necessary information to ensure a smooth transition and high quality provision is in place.
- For children on the SEND register, leaving at a mid-point, the SENCO will liaise with the receiving school to ensure a smooth transition and high quality provision is in place.
- Monitoring the school's system for ensuring that One Page Profiles are used as working documents for planning high quality targeted teaching in the classroom and are being reviewed and evaluated.
- Liaising ½ termly with the interventions manager to ensure interventions are evaluated for impact and effectiveness
- Meeting termly with each teacher to review and revise learning objectives for all children on Tiers 2 and 3.
- liaising and consulting sensitively with parents and families of pupils on the SEN register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attending SENCO training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- Liaising closely with a range of outside agencies to support children with SEN, timetabling visits and arranging meetings with parents.

Headteacher

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Headteacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)

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- the Headteacher will be informed of the progress of all children with SEN and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for children with SEN
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO
 - discussions and consultations with pupils and parents

Storing and managing information

Record keeping of SEN documents adheres to the Data Protection Act of 1989.

The provision for children with SEN is recorded accurately and are kept up to date on One Page Profiles which are used in discussions with parents and other professionals working with the child.

Inclusion for Groups of pupils

Gifted and Talented children (G&T) see separate Gifted and Talented policy

English as an Additional Language (EAL) children, Children who are New to English (NTE), Definition and Rationale.

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.

EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.

Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.

At Osmani 98% of the children are EAL therefore, we use the Tower Hamlets English as an Additional Language programme, (THEAL) to support our children in class. This is a structured language programme which is integrated in to every lesson and develops children's spoken English. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

As our classteachers plan provision for EAL children, we focus our interventions on children who have newly acquired English.

Identification and Assessment of NTE children

Pupils who are NTE are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Stages. (QCA).

A second assessment will be undertaken after 10 weeks to record specific progress against EAL targets.

Progress is monitored by the HoPs, INCO and Interventions manager.

Provision for NTE pupils

The Headteacher meets all mid-phase admissions. The Admin officer will liaise with class teachers and inform them if a new pupil is NTE.

If the children are in KS2, they will be withdrawn from classes in Literacy for a 10 week targeted program of conversational English. (Caroline Scott Programme). Two members of staff have been trained to undertake these classes.

In addition, most classes in the school have access to a bi-lingual adult.

NTE pupils will be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.

Classrooms are highly visualised environments and visual support will be available within lessons.

The Interventions manager will:

Liaise with the Bi lingual instructor and class teacher to

- Monitoring NTE data and assess progress within EAL Stages and other academic performance.
- Supporting the adults leading NTE interventions.

The INCO will:

Alongside the Literacy coordinator and Teaching and Learning leader,

- Ensure good EAL practices throughout the school.
- Ensuring appropriate resources are available for staff and NTE pupils.
- To ensure that mid-phase admission EAL pupils are identified in a timely way.

Vulnerable children

Looked after Children (LAC)

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
 - monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
 - ensuring that children who are 'looked after' have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)

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- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making.
- Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked after Children and monitors admissions, PEP completion, attendance & exclusions.

Children who require Pastoral Care

Some children are identified as having social, emotional and mental health needs that cannot be met in the classroom.

Identification

Children may be identified by their class teacher because their emotional or mental health is a barrier to their learning. Children may also be identified through discussion with parents about events at home or long-term difficulties in the family e.g. bereavement, domestic violence. SENCo may be informed from external agencies such as Social Care.

Referral

Teachers fill in a Pastoral care referral form which is emailed to the Learning Mentor (LM) and the SENCo. After discussion between SENCo and LM children may be referred to the Learning Mentor for in-class or out of class support. This is a timed intervention with aims and targets which are shared with the children.

Children who display more complex emotional or mental health needs, may be referred, (after discussion between the SENCO and Side by Side team leader), for therapeutic input from the Side by Side therapy team.

Monitoring

Children receiving pastoral care are monitored termly by through Pastoral care meetings by SLT, Learning Mentor, HSLO and the Side by Side Team leader.

Children are discussed individually, progress noted and further actions decided.

Children, who are receiving report from the learning Mentor, are monitored in a ½ termly meeting between the SENCo and Learning Mentor. Progress is monitored through attainment and progress data, and also through qualitative data such increase in emotional resilience, more positive social interaction, more emotional stability.

LM and SENCo will discuss the children who are ready to be exited. Exited children will remain on the Pastoral care register for the following 6 months under the category 'Monitoring' to ensure they continue to progress.

Where staff believe a child has a mental health difficulty and the child requires more support and assessment, the SENCo will seek advice and refer the child to the local CAMHS services.

Bullying (please see Osmani's separate Anti-bullying Policy)

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Accessibility including admissions

(Please see also the Osmani Accessibility Plan as a separate document)

Osmani Primary School is a single site school, with Foundation Stage, Key Stage 1 and Key Stage 2. The school is built on two levels with stairs from ground floor and first floor. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. There is not currently access for wheel chairs above the ground floor.

There is a shower and changing room on the ground floor .There is also an accessible toilet located on the ground floor.

There is good provision for all our hearing impaired children as appropriate noise reduction measures have been into place. All our classrooms and communal halls have been battened to reduce background noise. Good acoustic conditions are also maintained by ensuring that classrooms are carpeted and curtained. Class teachers use radio microphones to support children with Hearing Impairments.

Children requiring equipment due to impairment will be assessed in order to gain the support that they require. The INCo and ICT Coordinator will identify appropriate technology and soft ware to support children with SEN.

151377792. TLLs (Teachers and Learning leaders) ensure that resources take into account and reflect the needs of all our children and will ensure that resources are purchased to support them and enable class teachers to differentiate appropriately. They will ensure that displays represent all children. (See SES)

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

- The school will ensure that all children have access to a balanced and broadly based curriculum and no child will be excluded from any learning activity due to their impairment or learning difficulty, (unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- Differentiation and match takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

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- The school will ensure that any extracurricular activities are barrier free and do not exclude any pupils.

Access to Information (see also School Accessibility Plan)

- All children requiring information in formats other than print will have this provided. For example, all classrooms have visual timetables and several children have individual visual timetables of the day.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- Osmani uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

- Currently the LEA co-ordinates admissions and children with additional educational needs or with EAL are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- There are two Nursery classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes.
- Home visits will be conducted for all children entering nursery. Where staff identify any additional needs or concerns they will immediately inform the INCo.
- Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.
- Where a child enters school with additional needs identified, the school will work flexibly with the child and parents to ensure their needs are met.
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the INCO, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

Reviewing the Inclusion policy

The policy itself will be reviewed annually by the SENCo and members of the SLT.

Appendices

1. **SEND Information Report- see School website for SEND Information document**
2. **SEN referral Form**
3. **Pastoral Care referral**

Appendix One

SEN Referral to SENCO Teacher perceptions								
Pupil forename:	Pupil Surname:				Date Of Birth:			
Class:	Year group:			Class:				
Form completed by								
National Curriculum Levels / P Levels/EY levels :	Reading	Writing	Maths	S&L Expressive	S&L Receptive	Science	PSE	D

Attendance	If attendance is an issue, please give recent figures and comment			
EAL/NTE (if relevant)				
Where is the pupil on the QCA extended scale? Please highlight.				
Step 1	Step 2	L1 Threshold	L1 Secure	L2
Comment				
Main areas of strength				
Current strategies you are using in class				

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Main areas of concern in learning (please highlight and/or write comments as appropriate)

Alternatively attach relevant PIVATS sheets

Spoken language

difficult to understand little speech difficulty following instructions rarely initiates talk immature grammar limited vocabulary limited listening attention poor eye contact makes inappropriate noises repeats back what has just been said abrupt changes in topic irrelevant comments or answers or questions

Literacy

phonics reading comprehension reading fluency letter identification writing letters letter-sound knowledge blending segmenting awareness of rhyme sight vocabulary print awareness (e.g. reading from left to right, where a book starts) interest in books letters reversal losing track when reading visual distortions or discomfort spelling handwriting punctuation text level writing

Maths

correspondence reading numbers matching amounts to symbols rote counting place value basic operations (adding, etc) times tables identifying shapes mathematical language classification/sorting mental maths problem solving estimating

Other

Does s/he need any specialist equipment or resources to access the curriculum?

Behaviour

How does the pupil's behaviour compare with others on the class?

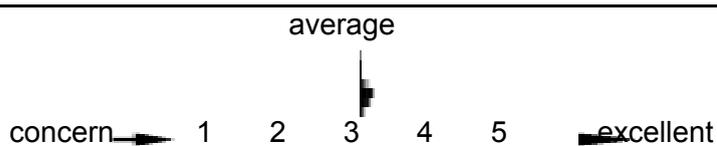
1 2 3 4 5

Are any places /times of day problematic?
(please highlight and/or write comments as appropriate)

- Classroom
- Small groups
- Playground
- Corridors
- Assembly
- Toilets
- Stairs
- Before / after school
- Morning sessions
- Afternoon sessions
- Unsupervised time

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In each section, please circle the appropriate number, or put n/a if not applicable



<p>Communication Skills (expressive) 1 2 3 4 5</p> <p>Ability to express and articulate ideas clearly using spoken language or other method of communication</p>	<p>Communication Skills (receptive) 1 2 3 4 5</p> <p>Ability to follow and understand both verbal and written instructions and information</p>
<p>Motor Skills (fine) 1 2 3 4 5</p> <p>Ability to use small equipment e.g. a pencil for clear, legible marking/drawing/writing Reluctance /avoidance of fine motor activities may indicate a cause for concern</p>	<p>Motor Skills (gross) 1 2 3 4 5</p> <p>Physical co-ordination, balance, confidence and control e.g. ball skills. Left/right confusion may indicate a cause for concern</p>
<p>Starting work 1 2 3 4 5</p> <p>Ability to begin work promptly. A cause for concern may be indicated by a need for repeated explanations or avoidance strategies</p>	<p>Standard of work 1 2 3 4 5</p> <p>Work well presented and completed with pride and care. A cause for concern may be low expectations or destroying work</p>
<p>Organisational Skills 1 2 3 4 5</p> <p>Having the right equipment, handing work in on time. A cause for concern may be frequent lost work or books/resources.</p>	<p>Managing difficulties in work 1 2 3 4 5</p> <p>Ability to concentrate and persevere. A cause for concern may be indicated by an inability to remember things or quickly becoming frustrated or giving up.</p>

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PASTORAL CARE REFERRAL FORM

Date:

Teacher:	Class:	Name:	
Ethnicity:	Gender: M F	D.O.B:	(Highlight if SUMMER BORN)
Sibling/s and Class/es:		UPN:	

CONCERNS: (Please highlight)	DETAILS:				OTHER: (Please state)
Attainment / Basic skills	Literacy	Numeracy			
Behaviour	Withdrawn	Disruptive	Concerning	Anger management	
Confidence / Self Esteem	Shy / Quiet	Lacks confidence	Negative about self	Lacks assertiveness	
Disability / Health / Identity Issue	(Please state)				
Focus / Motivation	Poor Listening	Lacks concentration	Struggles to keep still	Reduction in or low out put	
Home situation	Possible Neglect	Parental or family illness	Adjusting to changes	DV	
Loss / Bereavement	Separation or divorce	Death in family	Friends or peers		
Punctuality / Attendance	Frequently Late	Poor Attendance	Patterns of absence		
Responding to Boundaries	Challenging authority	Following instructions	Impulse control		
Social skills/Peer relationships	Immature social skills	Frequent peer issues	Bullied or Bullying	Easily lead	
Transition	New Pupil	New class or teacher	Y6 to Y7		
Well Being	General Happiness	Mood changes	Change in character		

What have you already done to try and address these issues?
What has been most successful?
Are there noted incidents in your Behaviour File? YES NO (If yes, photocopy and attach)
Where or when are your concerns most obvious? (Have you noticed a pattern? YES / NO)
<p style="text-align: center;"> <input type="checkbox"/> In class <input type="checkbox"/> In the playground <input type="checkbox"/> In the morning <input type="checkbox"/> In the afternoon </p>

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In particular subjects
In particular types of activities (e.g. group work)

Is the child receiving additional support at the moment? YES / NO If so, what?

<u>Relevant Information, Details or Evidence:</u>
Have parents or carers spoken to you about any changes or concerns? YES NO
Details:

**Please complete and return to Penny (SENCO) and Lydia (by email or hard copy) ASAP.
Thank you**

.....
To be completed at Pastoral Care Meeting: Date:

Has this child been raised as a concern before? YES NO
When?
Has this child had previous support or is being currently supported?
Learning Mentor Speech Therapy Basic Skills CAHMS SSD Other:
If so, what and when?
Additional or confidential information:
Actions: Urgent Referral Consider Future Support CAF Monitor
Other:
Refer To: Learning Mentor Sidebeside CAMHS SSD Other:
By or to whom?

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Meeting with Parent / Carer: YES NO Date:
Information:

Signed: (SENCO)
Policy for Inclusion