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Reach For The Stars

SEND & 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.

Our Rights

- ★ **Article 19:** We have the right to be safe.
- ★ **Article 28:** We have the right to quality education.
- ★ **Article 12:** We have the right to give our opinion and listen to others.
- ★ **Article 15/31:** We have the right to join in and be part of a team.
- ★ **Article 29:** We have the right to develop our personalities, talents and abilities.
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Our Values

★ **Striving** **Teamwork** **All Included** **Responsibility** **Success** ★

★ 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**
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★ 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

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 cooperation, sharing and mutual respect.

The Equality Act 2010

The Equality Act requires all education providers to re-examine all policies, consider the implications of the Act for practice and revise their current arrangements. Where blanket rules about continence have been a feature of a setting/school's admissions policy, changes will need to be made to comply with the Equality Act.

This policy supports the school in addressing Article 16: of the UN Convention on the Rights of the Child.

Rationale:

This policy outlines Osmani Primary School's commitment to providing an inclusive and supportive learning environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). We believe that every child, including those identified with special educational needs, is entitled to a broad and balanced academic and social curriculum that is accessible to them, and to full inclusion in all aspects of school life.

Osmani Primary School is dedicated to delivering a high-quality education to all children. We uphold the principle that all children should be equally valued within the school community. Our commitment extends to actively eliminating prejudice and discrimination, fostering an environment where all children can thrive and feel secure.

To further this commitment, Osmani has established a separate Single Equality Scheme (SES) and Community Cohesion Policy. These documents explicitly outline our response to statutory duties and our dedication to ensuring that all members of our community are treated fairly and included in every aspect of school life.

Osmani Primary School is firmly committed to inclusion. The Special Educational Needs Coordinator (SENCO), Senior Leadership Team (SLT), staff, and governors share a clear and ambitious vision to support every pupil in achieving their full potential. This policy is designed to be accessible and comprehensible for parents, ensuring they are fully informed and engaged in their child's education. Our approach is grounded in the principles of the UN Convention on the Rights of the Child, particularly Articles 2, 28, and 29, which affirm every pupil's right to quality education and the opportunity to reach their full potential

SEND Policy

The Special Educational Needs Coordinator (SENCO) is responsible for coordinating all support for pupils with Special Educational Needs and/or Disabilities (SEND) and for developing the school's SEND Policy. This ensures that all pupils receive consistent, high-quality teaching tailored to meet their individual needs within the school environment.

SENCO Information:

- **Name:** Asma Hassan
- **Position:** Deputy Head and Member of the Senior Leadership Team (SLT)
- **Contact Details:** deputyhead@osmani.towerhamlets.sch.uk
- **Qualifications:** Completed the National Award for Special Educational Needs Coordination (NASENCo award)

Compliance

This policy complies with the statutory requirements outlined in the SEND Code of Practice 0 – 25 (September 2014), specifically section 3.65. It has been developed with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools (DfE, February 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 (September 2013)
- Safeguarding Policy

Objectives

1. To identify and provide appropriate support for pupils who have Special Educational Needs (SEN) and additional needs.

2. To operate in accordance with the guidance provided in the SEND Code of Practice 2014.

Approach to Management and Provision

1. To appoint a Special Educational Needs Coordinator (SENCo) who will work within the guidelines of the SEND policy.
2. To offer support and advice to all staff members working with pupils with Special Educational Needs.

Identification of Special Educational Needs or Disabilities

Pupils may experience difficulties that can be categorised into four broad areas, although it is essential to recognise that a pupil's needs may overlap across these categories:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional, and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

At Osmani Primary School, we acknowledge that behaviour should not be classified as a category of SEN. Instead, we view behaviours as potential responses to underlying needs. Understanding this perspective is crucial in effectively supporting our pupils.

How children are identified as having SEND at Osmani

Step 1: Assessment Process

All pupils are assessed three times a year as part of the school's assessment cycle. This includes:

- Gathering data through teacher assessments, standardised tests, observations, parent consultations, pupil discussions, and work scrutinies.
- Rigorous analysis of this data during Pupil Progress Meetings (PPMs) involving class teachers (CTs) and the Senior Leadership Team (SLT).
- Identification of pupils who have not made expected progress or are not at age-expected levels for further discussion.

Parents are encouraged to raise any concerns regarding their child's progress with the class teacher or SENCo. Additionally, if new concerns arise outside of the assessment cycle, a SEN Referral Form can be completed by the class teacher. This form must include evidence of the concern and details of any strategies already implemented to support the pupil, and it will be discussed within one week.

Step 2: Further Action for Identified Pupils

For pupils not making expected progress or meeting age-related expectations:

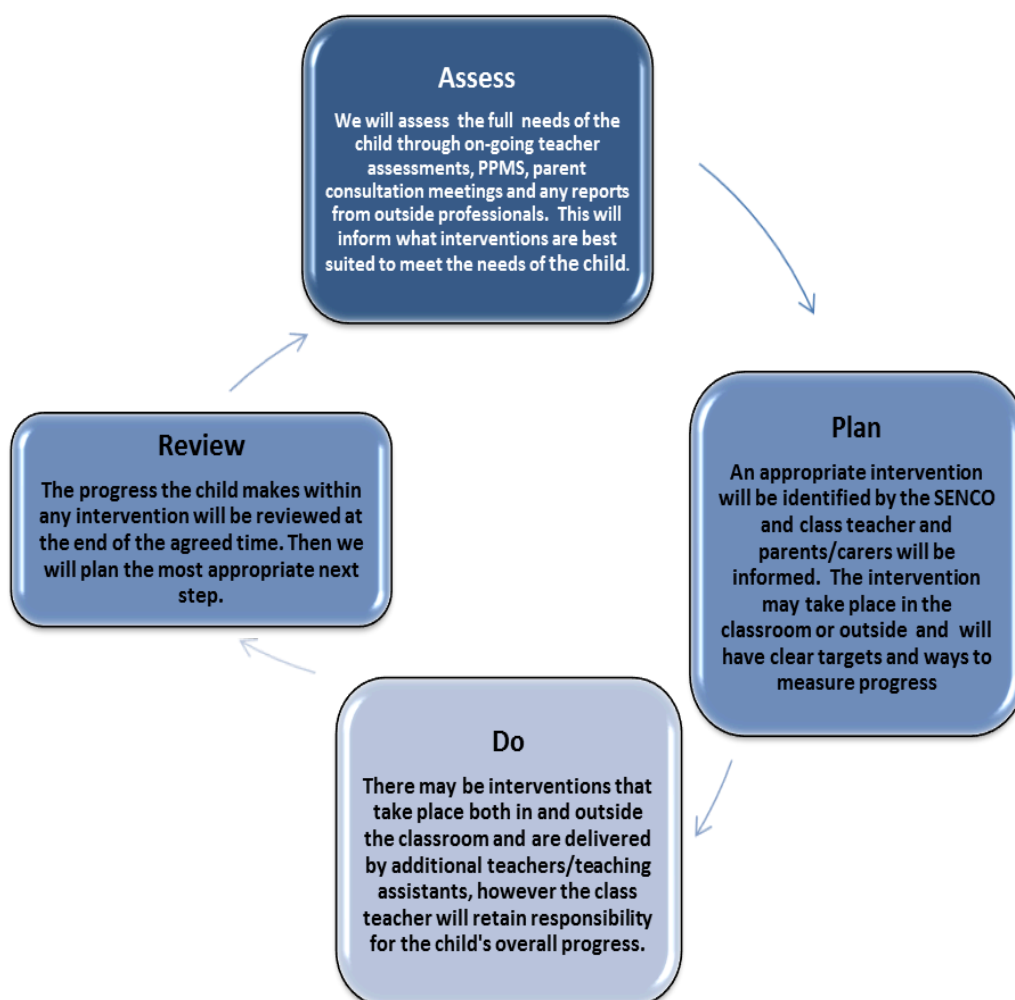
- Their results are analysed during Strategy Meetings involving the Senior Leadership Team (SLT), Core Teaching and Learning Leaders (TLLs), and the Interventions Manager.
- Class teachers are required to deliver high-quality, targeted teaching that addresses specific areas of weakness, along with a differentiated curriculum and appropriate resources. Time-bound 'Catch Up' interventions may also be implemented.
- Pastoral care support will be provided for pupils facing barriers to their learning.

Step 3: Further Action for Some Pupils

- If a pupil continues to make inadequate progress despite high-quality teaching, a differentiated curriculum, and appropriate resources, the class teacher and SENCo will assess whether the pupil has a significant learning difficulty.
- If SEN support is agreed upon, the pupil will be placed on the SEN register. The school will then determine if it can provide the necessary support or if external agencies should be consulted.
- A pupil will be placed directly on the SEN register if SEND was identified before their school attendance, and the school will seek external advice for appropriate provision.
- If underachievement is identified, further investigations will be conducted.
- SEN and class teachers will meet termly to review progress.

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 allows for ongoing refinement of decisions and actions based on a deeper understanding of the child's needs and the support required for their progress.

Recording the Plan for SEND Register Pupils

Actions and targets agreed during the planning phase of the Graduated Approach Cycle will be documented on the child's page in the EDUKEY Provision Map platform. These records are created by the class teacher, SENCo, and external agencies (e.g., SALT) in consultation with parents and the child. Targets will be time-bound and measurable.

Managing Children on the SEND Register

Once a child is identified as having Special Educational Needs and Disabilities (SEND), the school will implement additional educational support tailored to their needs. The duration of this support may vary based on the specific requirements and the pupil's progress.

For pupils with higher levels of need, if the school cannot provide the necessary support, we will collaborate with external agencies to assess, identify, and plan appropriate provisions for their educational needs.

- The Educational Psychologist visits the school regularly, in consultation with the SENCo, to address specific needs.
- The SENCo will access the Support for Learning Service when additional assessment, support, or advice is needed. This service may provide specialised teaching when in-house expertise is lacking, such as in areas like Specific Literacy.

Education, Health and Care Plan (EHCP)

Pupils with an EHCP (post-September 2014) will receive all support available to those on the SEN list, along with an Annual Review of their plan.

Our school will adhere to local procedures when applying for an EHCP, ensuring that all prerequisites are met through proactive SEN support using our budget.

Our review procedures align with Section 6.15 of the Special Educational Needs Code of Practice (2014) and comply with local authority policy and guidance, particularly regarding established timelines.

Provision for Children with SEND

All children at Osmani will receive Universal provision, which includes high-quality teaching and support.

Engagement Model (children who are working significantly below age related expectations)

To provide a broad and adapted curriculum for children with complex SEN who are working below the national curriculum and are not engaged in subject-specific study, we implement individual planning to meet their specific needs.

The Engagement Model serves as an assessment tool to support these pupils and includes five areas: exploration, realisation, anticipation, persistence, and initiation.

Currently, we are trialling an assessment model from Phoenix School and using the Tapestry online journal to document assessments.

The school regularly assesses and reviews teaching quality to ensure it effectively meets the needs of all pupils. This review process includes formal observations conducted three times a year.

Provision Mapping

All Wave 2 and Wave 3 provision are 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 brought in from specialist services where school staff are unable to offer this, e.g. Specialist Literacy teacher.

SEN Plans on EDUKEY Provision Map platform

All children on the SEND register have a SEN learning plan recorded on the EDUKEY Provision Map platform.

- SEN Learning plans are created for children with SEND, with input from the child and parent. They provide a summary of who the child is, their strengths and areas of need and the targets and most effective strategies. The plans are used to share information between home and school to ensure that the child gets the right support in order to achieve well.
- The EDUKEY page for the child also includes; current interventions, summary from professional reports and a summary of the SEND review with professionals and teachers.
- Children with EHCPs have SEN plans recorded on the EDUKEY Provision Map platform that include their Annual review targets.

All children with complex Special Educational Needs and Disabilities (SEND), including those who are preverbal and receive one-on-one support from a Learning Support Assistant (LSA), have a 'Learning Passport' on the EDUKEY platform. This ensures consistent support and teaching for these pupils.

Criteria for Exiting the SEN Register

A pupil will be removed from the SEN register when specific planned interventions have proven successful, resulting in accelerated progress that enables the pupil to meet national expectations. Once removed, the pupil's name will remain on the EDUKEY Provision Map under the category 'Monitoring' for one year to ensure continued progress. The pupil's progress will be reviewed during SEN assessments in the subsequent year.

Supporting Pupils and Families

Our school is dedicated to fostering a collaborative partnership with parents and carers. We achieve this through:

- An 'Open-Door' policy, inviting parents and carers to visit the school to discuss any concerns they may have.
- Guiding our parents towards our SEND school information report (available on the website and in appendices) and the Local Authority's Local Offer.
- Providing opportunities for parents and carers to play an active and valued role in their child's education, instilling confidence that the school will listen and act appropriately.
- Involving parents in the development and monitoring of their child's targets.
- Encouraging parents and carers to inform the school of any difficulties they perceive their child may be experiencing or other needs that require attention.
- Conducting meetings with parents/carers and class teachers three times a year. For children with SEND, these meetings allow additional time to discuss the learning plan, providing regular opportunities to address concerns, discuss progress, and share further information from home to support the child effectively.
- Allowing parents/carers to make additional appointments with the class teacher or SENCo upon request.

Involvement of Pupils

We recognise that all pupils have the right to participate in decision-making processes regarding their support. To this end, all pupils are engaged in monitoring and reviewing their progress through peer and self-assessment in class, as well as through conferences with their teacher held three times a year, during which they discuss their target sheets.

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

- Identify their own learning needs.
- Participate in individual target setting to ensure they understand their targets and the rationale behind them.
- Self-review their progress and establish new targets in collaboration with their class teacher during pupil conferences (held three times a year).
- For pupils with Education, Health and Care Plans (EHCPs), monitor and celebrate their achievements during Annual Reviews and contribute to the formulation of their new targets.

Supporting Pupils at School with Medical Conditions

(Please refer to the separate Medical Needs and Medical Administration Policy for further details.)

Monitoring and Evaluation of SEND

The progress of children with Special Educational Needs and Disabilities (SEND) will be closely monitored and evaluated through the following methods:

- Pupils will participate in one-on-one conferences with their class teachers during three assessment points throughout the year. These discussions will provide an opportunity for pupils to share their thoughts and experiences regarding their learning.
- We will conduct thorough analyses of pupil data related to attainment and progress during Pupil Progress Meetings (PPMs) involving class teachers and the Senior Leadership Team (SLT). This ensures that we have a clear understanding of each pupil's development.
- The effectiveness of interventions outlined in the provision map will be assessed at the conclusion of each intervention and during the three assessment points throughout the year. This evaluation will relate specifically to the progress made by each pupil.
- Results and progress will be reviewed during Strategy Meetings with the SLT, Core Teaching and Learning Leaders (TLLs), and the Interventions Manager. During these meetings, we will analyse the effectiveness of each intervention to ensure it meets the needs of our pupils.
- There will be termly evaluations conducted between the class teacher and the Special Educational Needs Coordinator (SENCo) to assess the overall effectiveness of the support provided to pupils with SEND.

Roles and Responsibilities of the Class Teacher

- Maintain high expectations for the progress and attainment of all pupils, including those with Special Educational Needs and Disabilities (SEND).
- Ensure that all pupils, including those with SEND, have access to a broad and balanced curriculum that is tailored to meet their individual needs.
- Plan engaging activities and resources for pupils with SEND in foundation subjects, using the 'adapted curriculum' developed by Teaching and Learning Leaders (TLLs).
- Deliver high-quality, differentiated instruction in the classroom that targets the specific needs of each pupil.
- Provide challenging work for higher-achieving pupils to foster their continued growth.
- Take responsibility for the progress of all pupils in the class, including those with SEND who may receive interventions both inside and outside the classroom.
- Ensure that pupils with SEND have adequate opportunities to work on their agreed targets, which are genuinely additional to the standard curriculum. Class teachers are responsible for reviewing IEPs and setting new targets with support from the SENCO and the SALT.

Responsibilities of Class Teachers for Children in PODS and Sets

- Class teachers are responsible for the progress and attainment of all pupils in their class, including those in PODS and sets.

- Teachers will plan Big Write and Big Maths activities for all pupils, ensuring that those receiving interventions in PODS and sets are included.
- Since literacy and maths activities may differ from regular class work, teachers must communicate with POD and set teachers to stay informed about the texts and numeracy tasks being taught.
- Teachers will document the Friday planning for POD and set children on the weekly maths and literacy flips, making it accessible to Heads of Phase (HOPS), supply teachers, and additional staff.
- On Fridays, children from PODS and sets will participate in the teachers' focus groups, including those receiving one-on-one support from Teaching Assistants (TAs).
- Teachers will direct one-on-one Learning Support Assistants (LSAs) to work with other groups while they focus on the POD and set children.

Responsibilities of Class Teachers for Pupils with 1:1 LSAs, Including Those with Complex Needs on the Engagement Model (previously two sections that were repetitive)

- Class teachers are accountable for the progress and attainment of all pupils in their class who have a 1:1 LSA, including those with significant complex needs.
- Teachers must be aware of the academic levels at which these pupils are working and plan lessons accordingly. They should ensure that the curriculum is broad and balanced, adapting it to meet the individual needs of each pupil.
- When planning for pupils with Special Educational Needs and Disabilities (SEND) in foundation subjects, teachers should utilise the 'adapted curriculum' activities and resources developed by Teaching and Learning Leaders (TLLs).
- Teachers will ensure that pupils with complex needs have access to individualised plans using the 'Engagement Model' resources and activities.
- During Planning, Preparation, and Assessment (PPA) time, teachers should prioritise planning for these pupils. This includes incorporating recommendations from Speech and Language Therapists (SALT), specialists for Specific Learning Difficulties (SPLD), and Autism outreach teachers into their lesson plans.
- Teachers should plan targeted support and use highly motivating resources tailored to the needs of pupils, such as Colourful Semantics, Numicon, objects of reference, and visuals where appropriate.
- Targeted planning should be shared with LSAs well in advance to ensure effective collaboration and support.
- Teachers are responsible for designing activities that are tailored to support the learning and development of these pupils, ensuring that their specific needs are met effectively.

Responsibilities of Class Teachers

Class teachers will:

Collaborate with the SENCO: Work closely with the Special Educational Needs Coordinator (SENCO) to determine:

- which pupils in the class have Special Educational Needs (SEN) and should be added to the SEN register.
- which pupils may be underachieving but do not have SEN.
- the additional support needed for pupils with SEN and identify appropriate interventions.
- contribute to setting targets for children with SEN, which will be recorded on the EDUKEY Provision Map platform.
- meet with the parents of children with SEND three times a year to discuss their progress and support.

- participate in Annual Reviews and eight-week planning meetings to review the support and progress of pupils with SEND.
- discuss any training needs with the SENCO to ensure they can effectively plan and deliver lessons tailored to all children's needs. This may include training on autism or Speech and Language Therapy (SALT).

Responsibilities of Teaching and Learning Leaders

Teaching and Learning Leaders will:

- Maintain a comprehensive understanding of the number of children with SEND in the school, including their specific areas of need and any significant trends or groups that require attention.
- Ensure that the curriculum in their subject area is inclusive and effectively meets the needs of all pupils, including those with SEND.
- If you need any further adjustments or additional information, please let the SENCO know.

Special Educational Needs Coordinator (SENCO) Responsibilities

In accordance with the SEN Code of Practice 2014, the SENCO will manage the daily implementation of this policy by:

- monitoring the number of children with Special Educational Needs and Disabilities (SEND) and identifying significant groups within the school.
- maintaining and analysing the whole-school provision map for vulnerable learners, including a list of pupils receiving additional SEN Element 2 and those with Education Health and Care Plans (EHCPs).
- overseeing the provision for children with SEND and ensuring effective support is in place.
- advising and collaborating with teachers on best practises for supporting pupils with SEND.
- managing classroom staff who support children with SEND and vulnerable learners.
- ensuring accurate and up-to-date records are maintained for all pupils with SEND.

Headteacher Responsibilities

- The Headteacher is responsible for monitoring and evaluating the progress of all pupils and making strategic decisions to enhance their learning opportunities.
- The Headteacher and governing body will delegate the daily implementation of this policy to the Special Educational Needs Coordinator (SENCO).
- The Headteacher will stay informed about the progress of all pupils with SEN and any related issues through:
 - o Analysis of the whole-school pupil progress tracking system.
 - o Maintenance and analysis of the whole-school provision map for children with SEN.
 - o Pupil progress meetings with individual teachers.
 - o Regular meetings with the SENCO.
 - o Discussions and consultations with pupils and parents.

Storing and Managing Information

- SEN record keeping complies with the Data Protection Act of 1989.
- The provision for children with SEN is accurately recorded and updated on the EDUKEY Provision Map platform, which is used for discussions with parents and other professionals.

- For information on **Gifted and Talented (G&T) pupils**, please refer to the separate Gifted and Talented policy.

English as an Additional Language (EAL) and Children New to English (NTE)

Definition and Rationale

The term EAL refers to pupils whose primary language at home is not English. EAL pupils can range from complete beginners to those with considerable fluency, and they may face varying degrees of difficulty in accessing the full curriculum and reaching their potential.

Research indicates that pupils new to English typically acquire conversational fluency within two years. However, achieving competence in academic English may take a minimum of five years. To support these pupils in reaching their full potential, language support is essential.

Our main aim is to help all EAL pupils become confident in speaking, listening, reading, writing, and using mathematical strategies. This will enable them to effectively access the curriculum and communicate with their peers and other adults.

At Osmani Primary School, 98% of the pupils are EAL (English as an Additional Language). To support these pupils, we implement the Tower Hamlets English as an Additional Language Programme (THEAL). This structured language programme is integrated into every lesson and focuses on developing pupils' spoken English.

This support aligns with the requirements of the Race Relations Act of 1976, which aims to promote equality of opportunity and eliminate discrimination in education.

Class teachers continuously plan interventions for EAL pupils, particularly focusing on those who have recently acquired English. Each class teacher is responsible for monitoring the progress of all pupils in their class, including those receiving interventions, such as the New to English group, either within or outside the classroom.

Identification of NTE children

Pupils who are NTE are identified upon starting the school.

The Headteacher meets with all in-year admissions and their parents.

The Admin officer will liaise with class teachers and inform them if a new pupil is NTE.

Key Stage 1 children who are NTE, will remain in class and receive differentiated teaching, using the Learning Village Resources, THEAL and other visual resources to enable them to access the curriculum e.g. Communication in Print.

Key stage 2 children will be assessed by class teachers and may join the New to English group delivered by a TA.

Assessment of New to English Children

When a pupil in Key Stage 2 (KS2) shows low fluency levels in English, the class teacher will conduct an assessment using specific documents from the Learning Village. This assessment will include the following steps:

Step 1: Phonics Assessment: This checks the pupil's understanding of sounds and letters.

Step 2: Speaking and Listening – Interview: The pupil will participate in an interview to assess their speaking and listening skills.

Step 3: Writing Assessment: This evaluates the pupil's writing abilities.

Step 4: Basic Maths Calculations Assessment: This measures the pupil's basic maths skills.

Step 5: Reading Assessment: We will use Osmani's PM benchmark packs to assess the pupil's reading level.

The Learning Village assessment section- under Resources tab

Assessments can be conducted orally or in writing, depending on the learner's age and ability. The Learning Village advises that some children may be unfamiliar with this type of assessment and might struggle to answer questions even if they understand the concepts.

Therefore, it's important to carefully consider how and what questions are asked.

Responsibilities of Class Teachers:

- Conduct baseline assessments for new NTE children within the first two days of their arrival.
- Use the conversion table to add the NTE pupil's data to the Osmani School tracker, including Assessment NTE levels from the Learning Village and the corresponding Osmani points score in the assessment folder.
- Determine from the assessments whether the learner has the necessary language skills to participate in classroom teaching and learning.
- Assess if small group sessions (KS2 NTE group) would be suitable for the child and select appropriate sessions using the Step 6: EAL Continuum assessment from the Learning Village.
- Conduct a second assessment after 10 weeks on the NTE programme to record specific progress against EAL targets.
- Collaborate with the Teaching Assistant (TA) running the NTE group by sharing assessment results and discussing which Learning Village sessions are most suitable.
- Meet weekly with the TA to review the progress of the child or children in the NTE group.
- Meet weekly with the TA to identify the language and vocabulary needed for foundation subjects in the upcoming weeks.

Based on this assessment, most children will return to their classes to participate in literacy and numeracy sessions with their class teachers. Some may join one of the KS2 sets, while a few may require more structured support and continue with the Learning Village programme outside of class.

After completing the 10-week Learning Village programme, when the child re-joins their class, Class Teachers may integrate elements of the Learning Village programme into their literacy and numeracy teaching to further support the NTE child.

Provision for NTE Pupils:

- Key Stage 1 children will remain in their classes and receive high-quality differentiated teaching using Learning Village resources, THEAL, and visual aids like Communication in Print.
- KS2 NTE children will use the Learning Village platform, which provides EAL blended learning resources. The content is image-based, accommodating learners from any language background and tailored to help them access fundamental English skills, including phonics.

NTE pupils will be paired with a more confident peer who speaks the same language or an English-speaking pupil, as appropriate. Classrooms will be rich in visual support, including tools like Communication in Print, to aid learning during lessons.

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.
- Observe teaching and learning in the NTE group
- Provide support to develop teaching practice where necessary
- Monitoring NTE data and assess progress and other academic performance of the children in the NTE group.

Vulnerable children

Looked After Children (LAC) and Previously Looked After Children (PLAC) - See Separate Policy

Our school acknowledges that:

- Children in local authority care have the same rights as all children. Many LAC and PLAC have experienced disrupted learning, missed significant school time, and often have special educational needs (SEN). These factors contribute to substantial barriers to their progress, necessitating careful assessment and planning.
- Osmani School staff have received school-wide training on attachment awareness and implement strategies to support children with attachment difficulties, including those in or previously in the care system.
- 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:
- Monitor the progress of looked after children and PLAC to ensure they have optimal life chances and access to all school opportunities.
- Ensure looked after children and PLAC have access to appropriate support networks.
- Verify that the statutory Personal Education Plan (PEP) is arranged and reviewed at least every six months.
- Facilitate the transfer of educational information regarding looked after children between agencies and individuals.
- Prepare a report on the child's educational progress for the statutory review, typically held every six months or more frequently if concerns arise.
- Discuss feedback from the statutory review, chaired by the Independent Reviewing Officer, with social workers, carers, and a member of the Virtual School team as needed.
- liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledging the progress they are making.
- Our school will work closely with the LA's The Virtual School (VS) for Children which promotes the educational needs of Looked after Children and PLAC and monitors admissions, PEP completion, attendance & exclusions.

Children with Social, Emotional, and Mental Health Difficulties (SEMH)

Pupils identified as particularly vulnerable require tailored approaches that consider their individual needs, strengths, and challenges. These plans should be developed in collaboration with parents/carers, school professionals, and external experts, with sensitive information sharing in line with the Equality Policy.

Identification

Children may be identified by their class teacher if emotional or mental health issues hinder their learning. Identification can also occur through discussions with parents regarding home events or long-term family difficulties, such as bereavement or domestic violence. Additionally, the SENCo may receive information from external agencies like Social Care.

Referral

Teachers complete a Pastoral Care referral form and email it to the SENCo. Following a discussion between the SENCo and the Foundation Lead, an intervention may be initiated. This intervention has specific aims and targets, which are communicated to the pupils.

At Osmani, these children will receive additional support in the classroom and during playtimes. CPOMs will be used to monitor their behaviour and identify any patterns. While we recognise their needs, we will also ensure that support systems prioritise the safety of other pupils and staff.

The Inclusion Coordinator (INCo) will assist the teacher, teaching assistant (TA), and parents in creating a behaviour support plan that is understandable and achievable for the child. This process may include support from the pastoral team or external agencies. In-school TAC (Team Around the Child) meetings will be held to ensure consistency among the adults working with the child and to provide support for those adults.

We understand that parents may feel overwhelmed by ongoing complaints regarding their child's behaviour. To address this, we will arrange private meetings rather than discussing concerns in the playground. We will use evidence from the behaviour file and CPOMs to outline the school's concerns. We will also implement various systems to keep parents informed about any improvements or declines in behaviour, which may include:

- Target sheets
- Phone calls home
- Email updates

We will consistently inform parents about their child's positive behaviour as well as any concerns. Support will be provided to families, including referrals to relevant agencies such as the Behaviour Support Team, Educational Psychology Service, and Child and Adolescent Mental Health Service.

Additionally, parents will have the opportunity to participate in parenting classes offered by the school or other agencies. Referrals will typically be made by completing an eHA with the parents, child, class teacher, Inclusion Coordinator, and any other staff regularly involved with the child.

We acknowledge that excluding children from school visits due to their SEN or Social, Emotional, or Mental Health needs is discriminatory. Therefore, we will carefully consider these children when planning visits and make reasonable adjustments to ensure their access. These adjustments may include:

- Funding an additional Teaching Assistant to support the child during the visit
- Requesting that parents accompany the child
- Establishing emergency procedures, such as arranging a taxi back to school if needed and ensuring a mobile phone is available.

Monitoring

- Children receiving pastoral care are monitored termly during Pastoral Care meetings led by the Senior Leadership Team (SLT) and the UP Team Leader. Each child is discussed individually, with progress noted and further actions determined.
- Children supported by the UP Foundation are monitored bi-weekly in meetings between the SENCo and UP Lead. Progress is assessed using attainment and progress data, as well as qualitative indicators such as increased emotional resilience, improved social interactions, and greater emotional stability.
- The UP Lead and SENCo will identify children ready to exit support. Exited children will remain on the Pastoral Care register for six months under the 'Monitoring' category to ensure continued 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 or to the School Funded Therapeutic service, UP Foundation.

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

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 software to support children with SEN.

TLLs (Teachers and Learning leaders) ensure that resources consider 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.) Leaders do this by ensuring the curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

- 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 EHCP 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.
- 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/use of technology.
- 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.
- Most years 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 EHCP or EHCP 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

SEND Information Report- see School website for SEND Information document

1. **SEN referral Form**
2. **Pastoral Care referral**

Associated policies

Osmani Accessibility Plan

Anti-bullying Policy

Equality Policy

Looked after Children (LAC) and Previously Looked After Children (PLAC) policy

Assessment Policy

Medical Needs and Medical Administration Policy

Children with health needs who cannot attend school policy

Appendix One

Osmani Primary School

Individual Pupil: Early Identification of Concerns/APDR Cycle



Pupil	Class Teacher	Year group	GR Stage
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Reasons for identification e.g. specific concerns	1. 2. 3. 4.
Current learning targets e.g. the most up to date SMART targets	
Assessment data e.g. reading, writing, maths and PM benchmark assessment if completed, Phonics level.	

Interventions tried	Dates/duration	Outcomes/Impact
Current strategies	Date started	Outcomes/Impact

Initial discussion with SENCo	Date:
Actions	Who? When?
Signature of SENCo	
Signature of Class Teacher	
Discussed with parent: Yes/No	

Discussed with child: Yes/No	
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Review date	Class Teacher	Year group:
Impact of actions	Further actions	Who? When?
Discussed with parent: Yes/No		
Discussed with pupil: Yes/No		

Review date	Class Teacher	Year group:
Impact of actions	Further actions	Who? When?
Discussed with parent: Yes/No		
Discussed with pupil: Yes/No		

Review date	Class Teacher	Year group:
Impact of actions	Further actions	Who? When?
Discussed with parent: Yes/No		
Discussed with pupil: Yes/No		

Review date	Class Teacher	Year group:
Impact of actions	Further actions	Who? When?

Discussed with parent: Yes/No	
Discussed with pupil: Yes/No	