



In our school we love deeply, respecting everyone and treating them with dignity;  
we aspire with confidence, working hard and embracing challenge and  
we serve God and the community, following the example of Jesus, to create a better world.

**Ephesians 5:2 (NLT)**

*“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us”*

## INCLUSION POLICY

**Date: January 2019**

**Review Date: January 2020**

### Introduction

“All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs and all schools should play their part in educating children from their local community, whatever their background or ability.” (***Removing Barriers to Achievement, DfES, 2004***)

At Latymer All Saints C of E Primary School we believe that each pupil has individual and unique needs. However, some pupils require more support than others in order to reach their full potential. We recognise that different children will require different types of support for different lengths of time and that, in order for all children to be successful; we need to be able to plan for these needs accordingly.

Latymer All Saints C of E Primary School aims to ensure that all pupils have the opportunity to reach their full potential. In doing this we aim to provide a supportive environment with meaningful access to a broad and balanced curriculum.

This policy recognises the ‘Special Educational Needs and Disability Code of Practice: 0 – 25 years’ effective from 1st September 2014.

### **Aims**

- To define inclusion as understood by all stakeholders
- To state the roles, responsibilities and expectations of all partners in the process of education (staff, parents, outside agencies, pupils) and to work collaboratively with these groups
- To hold teachers to account for the progress and wellbeing of all members of their class or for Year Group Leaders their year group
- To ensure that the specific additional needs of children are identified, assessed and provided for in the right way and at the right time, and to clarify the process of this
- To create an environment and culture that provides accessibility for all
- To involve parents/carers in their children’s progress and development in a constructive and meaningful way
- To ensure that all our “vulnerable groups” (groups of children who may experience barriers to learning and/or participation) are fully included in all areas of school life and achievement
- To develop the confidence and the learning behaviours of all children

- To value the positive contribution, achievement, success, safety, health and economic wellbeing of all children equally.

## Definitions and Culture of Inclusion

Inclusion may be defined as involving “the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation” (***Index for Inclusion, Booth & Ainscow 200:13***). Inclusion affects culture, policies and practices, responding to diversity within school and community.

## Special Educational Needs

The ‘Special Educational Needs and Disability Code of Practice: 0-25 years (Department for Education & Department of Health June 2014) is about preparing children for their future and recognising that all children have aspirations. Class teachers are teachers of special educational needs, and as such are responsible for the provision made for each child in their class. The curriculum is differentiated in order to allow each child to access the curriculum. We differentiate in a variety of ways. Teachers adopt a variety of teaching and learning styles to cater for the needs of their class.

A child or young person has SEND (Special Educational Need and Disability) if they have a learning difficulty or disability. The process of identifying and providing for children who have been identified as such can be found in Appendix A the School’s SEND Information Report.

## Disability and Inclusion

*“A person has a disability .... if he/she has a physical or mental impairment which has substantial and long-term adverse effect on his ability to carry out normal day to day activities”* (***Disability Discrimination Act, 1995***)

At Latymer All Saints we are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

## Roles and Responsibilities

*“All teachers should expect to teach children with special educational needs.”* (***Removing Barriers to Achievement, DfES, 2004***)

Provision for children with Special Educational Needs and Disabilities (SEND) is a matter for the school as a whole. It is the definitive responsibility of teachers to provide for children with SEND in their class and to ensure they have access to a broad and balanced curriculum.

All staff are responsible for helping to meet an individual’s special educational needs and for following the school’s procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor who takes particular interest in this aspect of the school.

All staff have a responsibility for identifying students with Special Educational Needs. Class teachers have the ultimate responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- there will be a named link governor for SEND (currently Mrs Roberta Couchman)
- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the 'Special Educational Needs and Disability Code of Practice: 0 – 25 years June 2014'
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **Deputy Headteacher /SENCO** is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out or arranging for detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, conducting 'structured conversation' meetings and setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records

- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs
- contributing to the in-service training of staff
- managing Learning Support Assistants (LSAs), Learning Mentors and Parent Support Adviser
- liaising with the SENCOs/INCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.

**Class Teachers** are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum, seeking support for this as needed
- providing learning experiences which are appropriate to the needs of the children in their class
- knowing which pupils in their class are on the SEN Register
- assessing and monitoring the progress of children with SEND, liaising with the Inclusion Leader/SENCO as necessary
- maintaining an SEN file for their class reflecting this information for each individual child and copies of all relevant target formats (including 'Structured Conversations' with parents)
- managing interventions and other additional support and monitoring the impact of these in consultation with the Assistant Head Teacher for Pupil Progress.
- ensuring Teaching Assistants are supporting pupils in their class, as directed
- writing, evaluating and reviewing Targets and Pastoral Support Plans (PSPs) for children and sharing these plans with parents and children
- providing a detailed record of targets and the strategies adopted and their relative success for each child with special needs
- giving feedback to parents of pupils with SEND
- attending meetings for children and families in their class, including but not limited to, annual statement reviews, Team Around the Family (TAF) meetings and meetings with other professionals
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- attending appropriate INSET and courses.

**Learning support staff/teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

At Latymer All Saints we believe that all children have different educational, pastoral and emotional needs, and adopt different strategies for learning. They acquire, assimilate and communicate information at different rates and in different ways, and therefore need a range of different teaching approaches and experiences. At Latymer All Saints we expect all children to make progress, no matter what their gender, ethnicity, background or disability.

## **Access to the Environment**

Latymer All Saints Primary School is a single site school. Entrance to the building is through the main entrance for parents and visitors, which is level and therefore suitable for wheelchair access. Classrooms are accessible from the playground via outside doors which can be opened to accommodate wheelchair users.

There are disabled toilets situated by the school office, in the Welfare room and in the Reception, next to Reception Red Class, and there are disabled parking spaces in the car park.

We have made sure that there are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised; partially carpeted classrooms and classroom organisation to enable pupils to sit close to the teacher and whiteboard as appropriate. We seek advice from the Visual Impairment and Hearing Impairment Teams to ensure children can access what is happening in school.

Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

All areas of our school building are accessible to all. There are disabled toilet facilities. Classrooms are accessible and displays easily visible. ICT is used creatively and there are projectors and whiteboards in all classrooms and both assembly halls.

## **English as an Additional Language (EAL) & Cultural Diversity**

At Latymer All Saints there are a number of pupils who fall within the criteria of pupils who have English as an additional language. These children come from a range of ethnic backgrounds and are at different stages of acquiring English. Children are assessed for their language needs as they come into school and there are a number of staff who have expertise in the area of EMA, who can provide advice and support. Again it is the teacher's responsibility to find appropriate strategies to support EAL pupils in their class/year group.

Pupils at Latymer All Saints come from a diverse community, with a range of rich cultural backgrounds. The school takes opportunities to include and celebrate this cultural heritage through the curriculum and with extra-curricular activities.

Ethnic groups are tracked and monitored through school data, to ensure that specific issues that address cultural needs are met.

## **Pastoral & Emotional Needs**

At Latymer All Saints we endeavour to provide an environment in which pupils can feel safe, stay healthy and enjoy school. Children's strong emotional and mental health is paramount if they are to enjoy success and make a positive contribution.

A child or groups of children with Emotional needs will also work closely with our learning mentors, to help support them in reaching their targets, at Latymer All Saints this may include group work or 1:1 sessions outside of the classroom or working alongside the pupil in a subject that they find difficult to stay focused in.

A child and family may be referred to our school counsellor who is part of the School's Emotional Welfare Service (SEWS) to support their needs.

## **Resources and Provision**

Each year a percentage of the school's budget is allocated to Special Educational Needs. The Senior Leadership Team is responsible for the deployment of this.

The Senior Leadership Team decide together on how to use funds directly related to statements and additional funding. Unless it is in the child's best interests and stated on their Education Health and Care Plan, these funds may not always be used purely for one to one support from a Learning Support Assistant.

## **Outside Agencies**

At Latymer All Saints we work closely with a variety of outside agencies, including:

- specialist outreach teachers (pre-school special needs, autistic spectrum disorders, emotional and behavioural difficulties, looked after children, specific learning difficulties, and moderate learning difficulties).
- social workers,
- the Educational Psychology Service (EPS)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech, physio and occupational therapists,
- Behaviour Support Services (BSS)
- School and Community Health Teams
- Child Development Health Team at Cedar House
- Joseph Clarke – Visual Impairment Service
- Hearing Impairment Service

Through a referral process we are able to seek advice and support from a range of professionals. Parents' permission will always be sought before a referral is made. Once the referral has been made they may meet with the outside agency in school or visit them in a clinic to share their perspective and to access advice and support. Please note that outreach services come into school to meet and advise teachers, and parents will be informed of this but they don't meet directly with parents.

## **Assessment**

The school has a clear and thorough assessment policy. We believe that all children deserve to have their achievements and progress recognised and the school's curriculum reflects the different outcomes likely to be achieved.

Curriculum development takes into consideration the learning, emotional, spiritual and cultural needs of all pupils and assessment is an integral part of that development.

## **Success Criteria**

This policy will be reviewed regularly. The following evidence may be sought to monitor success:

- Pupil performance data
- Attendance statistics
- Reduction in fixed term exclusions

- Success of Pastoral Support Programmes (number of children meeting targets and coming off programmes)
- Percentage of 'Structured Conversation' targets met
- Reduction in number of pupils on the SEND Register
- Increase in parent/pupil satisfaction
- Measured and monitored increase in the impact of TAs support in raising pupil attainment (e.g. evidence of success of intervention programmes)

## **Complaints**

The school's complaints procedures are set out in the school prospectus. Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements with the school from the LEA and/or the Independent Mediation Service. There is also a formal complaints procedure, should parents wish to make a complaint against the LEA.

## **Appendices**

### **Appendix A: the School's SEND Information Report**

**Accepted by the Governing Body: February 2019**  
**Review Date: December 2020**

Latymer All Saints Church of England Primary School and Nursery

**How we support children with special educational needs or disabilities (SEND)**

**Our vision and how we hope to achieve it**

The school’s Vision is: In our school We **LOVE** deeply respecting everyone and treating them with dignity; we **ASPIRE** with confidence, working hard and embracing challenge; we **SERVE** God and our community, following the example of Jesus, to create a better world. ‘Live a life of love, following the example of Christ. He loved us and offered himself as a sacrifice for us.’ @ Ephesians 5v2 (NLT) The school’s vision for children with Special Educational Needs and Disabilities (SEND) is that they play an active part in school life and can learn with their peers to reach their potential. The school will support SEND children becoming independent learners who can take responsibility for their learning. The school works hard to create an environment where children learn to communicate politely at all levels and understand that communication is not just about being able to talk. The school wants SEND pupils to feel safe both physically and emotionally; an inclusive approach to teaching and learning supports pupils being valued and respected. The school considers all SEND children to have the potential to develop leadership skills at their own level. The school recognises that for some of our SEND pupils they need ‘different and additional’ provision to support their inclusion.

The school is a Church of England Voluntary Aided Primary School taking children aged 4 – 11 years and Nursery taking children aged 2 – 4 years.

Ofsted rated the school as continuing to be a ‘Good’ School in July 2016. This was our most recent inspection.

**How does your school ensure that children who need extra help are identified early?** Children are identified as having Special Educational Needs & Disabilities (SEND) through a variety of ways including the following:-

- Child performing below age expected levels
- Concerns raised by parents
- Concerns raised by teachers, for example when children’s behaviour or low self-esteem is affecting their performance
- Liaison with external agencies , e.g. Educational Psychology Service
- Health diagnosis through a paediatrician or other health professionals
- Child with a physical or medical disability or need
- Liaison with previous school or setting, if applicable
- Observations of children when they come into school, by class teachers, Teaching Assistants and the SEND team.



- Home Visits for children starting in Nursery or Reception.

### **What should a parent do if they think their child may have special educational needs?**

If your child is attending the school already, first talk to your child's class teacher. They will then ask the school's Special Educational Needs Coordinator (SENCO) to contact you and arrange a meeting to discuss your concerns. If your child is joining our school, first speak to the school's Parent Support Adviser (PSA) Sonia Ogundana who is responsible for admissions and she will arrange a meeting with the SENCO.

**Our SENCO is our Deputy Headteacher Miss. Moira Boardman Tel: 020 8807 2679**

### **Who will explain my child's needs and progress to me?**

You will meet with your child's class teacher and SENCO to discuss your child's needs when concerns are first raised. How you see your child's needs is very important. The class teacher is responsible for your child's learning and will explain how your child is in class and how they see their needs and what progress they are making. The SENCO will discuss any support arrangements that could support your child. If your child is able to express their views, they will be invited along to the meeting to say what they find helpful to them.

The class teacher will meet with you termly to review your child's progress and set targets for them through a 'Structured Conversation' this is a meeting with you giving you and your child the opportunity to say what you think about their learning and progress. It is called a 'Structured Conversation' because the teacher has some specific questions to ask that help you all get the most out of the meeting. For children with Special Educational Needs and Disabilities this meeting will replace the parent conference meetings held in the first two terms, so that you don't have to attend too many meetings.

### **How will school support my child?**

- The SENCO in liaison with class teachers, Year Group Leaders and the Assistant Heads for Teaching and Learning, coordinates the support and monitors the progress of every child on the Special Educational Needs (SEN) Register across the school; this is a confidential list of children that need support at all levels.
- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. It is important that all SEND children can access 'Quality First Teaching', this is good lessons delivered in the class room by the teacher.
- There may be a Teaching Assistant/Learning Support Assistant working with your child either individually or as part of a group during lessons in the classroom and sometimes or in an area outside the classroom. The class teacher will decide if this is the best way of working with your child. The regularity of these sessions will be explained to parents when the support starts and can be talked about during the 'Structured Conversation' meetings.
- For a small group of children in Early Years and Keystage 1 with high levels of additional needs, they may join our Trinity Classes, these are classes which deliver a more communication and sensory focused curriculum. If the school feels your child would benefit from this approach to their learning, the SENCO would discuss this with you prior to your child joining the class.

### **How are the Governors involved and what are their responsibilities?**

- The Headteacher reports to the Governors every term, included in the report is information about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times.
- If parents are concerned about the way in which their child is supported and they have spoken to the SENCO and the Headteacher, they can contact the SEN Governor.
- The school has a named Governor who has a responsibility for representing the needs of all SEND children in the school.
- **Our SEN Governor is Mrs Roberta Couchman, who can be contacted through the school.**
- The SEN Governor meets regularly with the SENCO to discuss any issues relating to SEND provision in the school. The Governors have to agree priorities for spending the SEN budget in consultation with the Headteacher and Senior Leadership Team. The aim is to provide effective support for all SEND pupils in the school to enable them to make progress.

#### **How do teachers match the curriculum to an individual child's needs?**

- Class teachers consider the learning styles and needs of all the children in their class and look at how lesson planning can be differentiated to meet the needs of groups of children or individuals. Differentiation means changing the way the activity is presented or how the child may record their learning. Your child may be in an ability group for literacy or maths, however in other subjects they may work with different groups of children. For some children the curriculum needs to be differentiated further and they may need a programme that teaches them specific skills that they have missed out on or find hard to learn.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

#### **How are the school's resources allocated and matched to children's special educational needs?**

- The SENCO provides the Senior Leadership Team (SLT) of the school with a list of SEND needs across the school. The SLT look at how these children's needs can be met through different methods, such as in school therapy; small group work; individual support; adjustments to the curriculum, the environment or equipment.
- The SENCO takes advice from other professionals such as the Speech and Language Service or the Educational Psychologist, about the sort of support that will benefit groups or individual children.
- The school also allocates part of the SEN budget to support children through providing Teaching Assistants who are class based and part of their responsibility is to deliver programmes designed to meet individuals' or groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support, but not to disadvantage others.

#### **How is the decision made about what type and how much support my child will receive?**

- The class teacher, SENCO, any other professionals involved in your child's care and you as their parent will be consulted on the best provision for your child.

- Different children will require different levels of support in order to help them make progress and achieve their potential.

**How does the school judge whether the support has had an impact?**

- Parents will meet with the class teacher to set targets for children every term and review previous targets.
- Children’s progress and attainment will be assessed half-termly against nationally recognised age expectations.
- Targets around behaviour; language development and social interaction will be judged on assessments from other professionals from Education and/or Health; observations and feedback from school staff and parents.
- Children may be taken off the SEN register when they have made significant progress.

**What opportunities will there be for me to discuss my child’s progress?**

- The school aim to encourage parents to take an active part in their children’s learning and social development. Teachers are happy to meet with parents, but it is important you make an appointment with your child’s class teacher, so that they can give you the time to have a helpful conversation. If your concern is urgent, a member of the Senior Leadership Team will make every effort to see you straight away.
- As mentioned before there will be planned meetings ‘Structured Conversations’ termly for you to find out about all areas of your child’s development.
- You can talk to your child’s class teacher about how you can support their learning either by making an appointment with them or during the ‘Structured Conversation’.
- The SENCO is also available to discuss any issues relating to your child’s learning or development, again it is important to make an appointment so a proper time can be given to thinking about your child’s needs.

**How will you help me to support my child’s learning?**

- The class teacher, SENCO or support staff can offer practical ways that you can help your child at home.
- The class teacher can provide a home / school communication book which your child will bring home daily so that comments from parents and teacher can be shared.
- You will discuss during the ‘Structured Conversation’ with the class teacher, targets that relate to the support you can offer at home. You will have a target sheet to keep at home reminding you of what has been discussed.
- If your child has complex special educational needs or a disability they may have an Education, Health Care Plan (EHCP), which means that an additional formal meeting will take place annually to review your child’s progress and update the plan where necessary.

**How do you measure my child’s progress?**

- As a school we measure children’s progress in learning against national age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. We track children’s progress from their admission through to Year 6, using a

variety of different methods, including National age related levels and some standardised tests, as appropriate.

- Children who are not making expected progress are identified through the termly Progress Meetings between class teachers and members of the Senior Leadership Team. In these meetings a discussion takes place about those pupils experiencing difficulties and what further support can be given to aid their progress.
- When a child's 'Structured Conversation' is reviewed, comments are made against each target to show what progress has been made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- A copy of age related expectations will be made available to you by your child's class teacher.

#### **What is the pastoral, medical and social support available in the school to ensure my child's overall well-being?**

- As a Christian school we have a strong caring ethos that supports our policy of inclusive education.
- The school has the following provision to support children's Emotional well-being:
  - 2 Learning Mentors running various groups around social & emotional issues, lunchtime Nurture groups and drop in sessions for children with worries or concerns.
  - Parent Support Adviser running workshops and courses ranging from practical tips on parenting to literacy and numeracy skills for life. Providing individual signposting to support on social and financial difficulties.
  - In school counselling services, provided by outside agencies: the SEWS Project
  - The Personal Health and Social Education (PHSE) curriculum that is taught across the school.
  - A strong Christian ethos and values of LOVE, ASPIRATION & SERVICE which is integral to the day-to-day running of the school.
  - School staff that are committed to the emotional health and welfare of SEND pupils.

#### **Medical Needs:**

- The school has a Welfare Officer who will contact parents to arrange a meeting to write a 'Care Plan', which sets out the child's medical needs and action that needs to be taken to ensure these needs are cared for in school. The 'Care Plan' will have procedures for dealing with any medical emergencies that may occur.
- The class teacher has overall responsibility for day-to-day pastoral, medical and social care of every child in their class, therefore he/she should be your first point of contact for any general concerns. If further support is required for children with Special Educational Needs and/ or Disabilities, the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health

and Social Services, and/or the Behaviour Support Service.

#### **How does the school manage the administration of medicines and personal care?**

- The school has a policy regarding the administration and management of medicines on the school site. (If you would like a copy of the policy please contact the school) Parents need to contact the Welfare Officer if medication is recommended by Health Professionals to be taken during the school day.
- Parents are asked to fill in a form and sign it before medicines can be administered.
- The school welfare staff will administer medicines.
- Staff have regular training regarding conditions and medication affecting individual children so that staff working with children with medical needs can manage medical situations.
- The school has a Personal Care Policy, which covers those children requiring help with going to the toilet or who need nappies to be changed. Staff have been trained in dealing with children with personal care needs. Parents can discuss any personal care needs with the SENCO or Welfare Officer.

#### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- We have a positive approach to behaviour management with a clear Behaviour Policy that is followed by all staff and pupils.
- If a child is experiencing social and emotional difficulties that result in negative behaviours in school, parents are consulted regularly, at first this can be difficult, but is very important that the school and parents work together to find ways of helping children manage their emotional and social difficulties.
- The school will ask parents' permission to contact support agencies such as the Behaviour Support Service (BSS), Educational Psychology Service (EPS) or CAMHS to make a full assessment of a child's needs. These agencies help the school to put in place support that avoids having to give children fixed-term exclusions and reduces the risk of permanent exclusion.
- If a child has behavioural needs a 'Structured Conversation' will take place with their class teacher to set targets for them. For some children a Pastoral Support Plan (PSP) will be put together with advice from BSS.
- Should any serious behaviour incidents happen at school, parents will be contacted by phone and asked to come into school to discuss what has happened. At this time a meeting with a member of the Senior Leadership Team and the SENCO will take place to look at a plan of how to move forward and prevent further incidents happening.
- The school has a very caring and inclusive approach to pupils with emotional and behavioural needs and as already mentioned pastoral support systems are in place to promote and maintain attendance of pupils with emotional and behavioural needs.
- The school only excludes pupils for very serious incidents and when there is no other option. It is very important after a period of exclusion that parents meet with an SLT member and the SENCO to look again at provision for the child and adjust their support to prevent further fixed-term exclusions.

### **How will my child be able to contribute their views?**

- We value and celebrate each child's views on all aspects of school life.
- Children who have 'Structured Conversations' discuss their targets with their class teacher and parents.
- If your child has an Education, Health Care Plan their views will be sought at the review stage.
- For children with communication needs our Speech and Language Lead Teacher is developing 'Talking Mats' using visual support to enable children to express their likes and dislikes.

**What specialist services and expertise are available at or accessed by the school?** The school works closely with many external agencies to support a range needs. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, the Child and Adolescent Mental Health Service (CAMHS) and Social Services, including Cheviots Children's Disability Service, Outreach teachers from Special Schools including Russet House (Special school for children on the Autism Spectrum); professionals from the Hearing & Visual Impairment Services and Social Workers.

### **What training have the staff supporting children with special educational needs, had or are currently having?**

- We have a member of staff trained in 'ELKAN' as a Lead for Speech and Language in the school.
- Other members of staff have had training in delivering Speech & Language programmes from Speech & Language Therapists.
- A number of teachers and support staff are 'Approach' trained to safely support and isolate children demonstrating unsafe behaviour.
- All of our teaching assistants have had training in delivering interventions such as, Read, Write, Inc. and some other reading, spelling, phonics and multi-sensory programmes.
- A number of our teaching assistants have had training in delivering Maths programmes.
- Our PE coordinator arranges workshops and competitions for pupils with SEND
- Learning Mentors are trained to work with children on their social, emotional and developmental needs.
- Specific training is offered to teachers and support staff throughout the year on areas such as; Autism, ADHD, Communication Skills, Visual & Hearing Impairments, SEND Software.

### **How will my child be included in activities outside the classroom including day and residential trips?**

- The school aims for all children to be included in all school activities, such as activity days, school day trips and residential stays. We will provide the necessary support; this could be a providing a higher adult to child ratio or providing a smaller group trip focused on what the children like to do. The decision on what the school can do to include a child is taken in consultation with parents, class teachers and Year Group Leaders.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then

alternative activities which will cover the same curriculum areas will be provided in school.

#### **How accessible is the school environment?**

- The school site is all on one level and is accessible for wheelchair users.
- There is a toilet near the main office for disabled users and one in the Welfare room, with a changing mat.
- The Nursery has a dedicated area for changing children in nappies.
- Equipment for SEND children is bought through the SEN Budget held by the SENCO. Class teachers, Learning Support Assistants and Health and Educational professionals will advise on what equipment and resources are needed. Parents' views on what equipment may be supportive for their children will also be taken into consideration.
- The school reviews the school environment to consider reasonable adaptations that can be made to support specific needs.

#### **How will the school prepare and support my child when joining the school or transferring to a new school?**

- We encourage all new children to visit the school prior to starting with us.
- For children with special educational needs or a disability the school may suggest a phased transition to help your child to get used to their new surroundings.
- The SENCO will also arrange a visit to the child in their current school.
- When children are preparing to leave us for secondary school, where appropriate, we work with the Secondary School to arrange visits for them.
- We liaise closely with staff when receiving and transferring children to different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has a Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school and parents.

#### **How parents are involved in school life?**

- The school encourages parents to be actively involved in their children's learning and progress.
- Parents will be consulted about their children's progress and needs through 'structured Conversations', Annual Reviews of Education, Health and Care Plans.
- Parents are invited to attend meetings at the beginning of the school year when they can find out about the

year group their child is in and ask questions of the staff.

- Parents receive monthly newsletters from the school. The Parent Support Adviser also produces regular newsletters and is available in the playground most days to have a chat with.
- Members of the Senior Leadership are on duty in the playground in the mornings.
- The school has a number of staff who can speak other languages who are able to support parents whose first language is not English, in meetings. If the school is unable to get an interpreter from the school staff, community support is sought through the family or a Translation Service.

#### **Who can I contact for further information or to discuss a concern?**

- The first point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet with the SENCO or a Senior Leadership Team Member.
- Contact the School's Parent Support Adviser.
- Contact Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS):

Community House  
311 Fore Street  
London  
N9 0PZ

General Information [020 8373 6243](tel:02083736243)  
[enquiries@epandc.org.uk](mailto:enquiries@epandc.org.uk)

#### **Who should I contact if I am considering whether my child should join the school?**

- Contact Sonia Ogunzana, the Parent Support Adviser to arrange a meeting and tour of the school. Please inform her of your child's Special Educational Needs or Disability and she will arrange a meeting with Moira Boardman, Deputy Headteacher & SENCO who will discuss how the school could meet your child's needs.

#### **Our offer to children with special educational needs and disabilities was prepared in September 2018. It will be reviewed in September 2019**

Please click on the link below to find out more about the Local Authority offer should you require any more information about what is available for SEND pupils in the borough:

<https://new.enfield.gov.uk/services/children-and-education/local-offer/>

To view our accessibility plan please click the link below:

[LAS Accessibility Plan](#)