



Inclusion Policy

Reviewed:	Spring 2022
By:	Jo Brown (Inclusion leader)
Next Review:	Spring 2024
Ratified by Governors:	Summer 2022

Summary Of Changes to this Policy

Policy Name: Inclusion Policy

Review Date: June 2022

Reviewed By: Jo Brown

Other Contributors: Natasha Outhwaite

Summary Of Key Changes:

Page/Location	Change	Reason
Pg 3	Inclusion Manager to Inclusion Leader	Wrong job title
Pg 3/4	Updated section regarding early intervention	Change in policy
Pg 5	Updated speech therapists	Staff have changed
Pg 8	Added additional information into paragraph 2	To be more explicit
Pg 11	Name of SEN Governor	Change in person

Introduction

Trinity Road Primary is an inclusive school. We aim to provide High Quality Teaching for all our pupils. This includes appropriate differentiation for individual pupils, high quality resources and effective use of additional adult support. We aim to identify and break down barriers to learning so that all our pupils experience success. We value pupils' individuality and are committed to ensuring positive outcomes for all.

When carrying out our duties towards our pupils with SEN/D, we have regard to the Special Educational Needs Code of Practice 2014.

Principles

- All teachers view themselves as teachers of pupils with special educational needs. Teaching such pupils is a whole school responsibility.
- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and met.
- All children should be helped to reach their full potential educationally, emotionally and physically.
- Pupils with SEN/D have a unique perspective on their own needs and should be central to all decision-making processes about their support.
- Parents/carers have a vital role to play in supporting their child's education and therefore good home/school links should be established.

Aims of the SEN Policy:

- To state clearly the entitlement for pupils with SEN.
- To enable early identification of pupils with SEN either by parents/carers, school staff or outside agencies.
- To outline procedures within the school once pupils' needs have been identified.
- To promote and maintain effective communication between all those involved with pupils.
- To monitor effectively practices to assess pupils' progress and access to the curriculum.
- To raise the profile of SEN practices and their role in maintaining and developing an Inclusive School.

This policy contributes to achieving these aims by ensuring that provision for pupils with SEN/D is a matter for the whole school and is part of the continuous cycle of assess, plan, do and review.

Our Definition of Special Educational Needs:

A child is considered to have special educational needs if they have a learning difficulty or disability that makes it much harder to learn than their peers. They may need additional help or resources in order to have equal access to the curriculum. Or they have a physical disability that means that it is difficult for them to use the facilities within the school.

These difficulties may be caused by a problem with sight, hearing, speech, language and communication, a developmental delay or disorder, an emotional or behavioural difficulty, a medical or health problem or a physical disability.

Children are not regarded as having a learning difficulty solely because the language of their home is different to the language in which they will be taught.

Identification, assessment and review

The SEN register is managed by the Inclusion Leader.

The identification of special educational needs is built into our overall graduated approach to monitoring the progress and development of all pupils. A pupil who is making less than expected progress and is, therefore, causing concern may fall within one of the following groups:

- Is progressing significantly slower than their peers who started at the same baseline.
- Is failing to match or better their previous rate of progress.
- Is failing to close the attainment gap between themselves and their peers.
- Is widening the attainment gap.

The first response to inadequate progress is High Quality Teaching including appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions.

The school recognises that early identification is key and will always closely monitor children when they first join the school.

Teachers or parents may raise concerns about a child having SEN. A SEN concern form is completed and the child is monitored. After the data collection in the Autumn term (Spring term for EYFS), any child flagged as SEN Monitoring, will have their SEN needs reviewed.

Children are moved to SEN Support and a One Plan organised if:-

- The child is working below ARE in one or more subjects and has a recognised diagnosis. (SPLD)

- The child has a recognised diagnosis and needs reasonable adjustments to ensure they can access the curriculum. (ASD, hearing impairment, visual impairment, ADHD, Physical disability etc)
- The child has significant and enduring SEMH needs that impact learning, cause difficulties with managing emotion, behaviour and social situations; or is experiencing difficulty in successfully participating within the whole class group for a significant part of the school day (SEMH)

One planning, person-centred meeting will be arranged in order to gather information from the pupil, parents and class teacher. Through information gathering, assessments and discussions with the pupil, their parents/ carers and professionals, a good understanding of the pupil's strengths and difficulties, outcomes will be agreed.

Special educational needs are categorised under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/ or physical needs

Children may have SEN/D which falls within one or more of these categories. Consideration is given to a child's individual needs when planning their provision.

Any special provision and adjustments made, above and beyond high quality teaching, to remove barriers to learning for pupils with SEN/D is classified as SEN support (additional intervention and support). While high quality teaching remains the first response, we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We use a graduated approach with an assess, plan, do, review cycle as outlined in the SEN/D Code of Practice 2014. The aim, at this stage, is for pupils to make accelerated progress after a period of targeted intervention and/ or support. However, where a pupil continues to make less than expected progress despite the school's best efforts, with the agreement of the pupil's parents/ carers, advice and support may be sought from the Educational Psychologist or specialist teacher team.

A small number of pupils with more complex needs may need the support of an Education, Health and Care Plan (EHCP) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available from our delegated SEN funding, we will request that the local authority conduct an assessment of the child's education, health and care needs. At all stages of this assessment process, pupils, parents/ carers will be fully involved.

An application for an assessment of the child's education, health and care needs can be initiated by the school or parents/carers. If the process is initiated by the school, the Inclusion Manager will send all relevant information and records kept by the school and a form requesting statutory assessment to the Education Authority. A

panel of professionals at the statutory assessment service will meet to decide whether to proceed with an EHCP. Processes set out in the SEN/D Code of Practice 2014 then apply and a deadline of 20 weeks to finalise the EHCP is set.

Roles and Responsibilities

Provision for pupils with SEN/D is a whole school responsibility. However, some key individuals and groups have particular areas of responsibility:

The Governing Body

The role of the Governing Body is:

- To review the Inclusion Policy every two years
- To appoint a member of the Governing Body to have special responsibility for SEN within the school who will meet regularly with the SENCO, review the effectiveness of the SEN Policy and conduct visits to the school on a planned programme.
- To review how the notional SEN budget is allocated and spent

The Head Teacher

“The Head teacher has a strong vision of inclusion within a creative curriculum and she has worked effectively with her leadership team and the Governing Body to ensure that all staff have similar aspirations for children at the school.”

Inclusion Team	
Jo Brown- Inclusion Leader	
Speech and Language Therapists	Annarella Prime, Ella Crook and Ciara Whitehouse
Pastoral Support Worker	Lesley Gilbert

The Inclusion Leader is responsible for:

- Monitoring the day-to-day operation of the Inclusive Education Policy.
- Raising whole school awareness of Inclusion through regular communication with all school staff.
- Overseeing the records of all pupils with SEN.
- Liaising with, advising and supporting all staff and pupils.
- Co-ordinating provision for pupils with SEN both internally and externally.
- Liaising with parents/carers, involving them in supporting their child and in understanding the policy.
- Line management of Teaching Assistants, both class/year group based and SEN team.
- Modelling “good practice” for planning, teaching and evaluating learning.

- Identifying training needs and providing in-service training for all staff both teaching and non-teaching.
- Attending cluster meetings and disseminating information to school staff.
- Liaising with curriculum co-ordinators to identify appropriate assessments to give clear picture of pupil's current achievements and experiences.
- Ensuring that ongoing observation and assessment provide regular feedback to teachers and parents and that the outcomes of assessments form the basis for planning next steps of the pupil's learning.
- Co-ordinating the implementation of consistent approaches to Behaviour Management throughout the whole school (See Behaviour Policy).
- Arranging and chairing meetings including termly and annual reviews.
- Track the progress and achievement of cohorts of pupils in order to identify groups who may be underachieving and to plan strategies to address the needs of these pupils.
- Liaising with the Inclusion Link Governor.
- Building and maintaining links with feeder Secondary Schools.
- Ensuring transition between EYFS and Key Stages 1, 2 & 3 is planned according to individual pupil needs.
- Consulting with the Head Teacher on allocation and use of SEN budget.
- Overseeing effective provision for more able pupils.
- Liaise with the Speech and Language Therapists to oversee the provision for pupils with SLCN.
- Liaising with external agencies including;
 - Educational Psychologists (EPs);
 - Specialist Teacher Team;
 - Speech & Language Therapy Service (SALT);
 - School Nurse

Role of the Class Teacher:

- To identify pupil's needs.
- To seek and take account of the views of the pupil and parent/carer.
- To plan for the differentiation of classroom management/organisation, lesson delivery and the curriculum.
- To direct Teaching Assistants by identifying pupils' targets, providing lesson instructions and learning objectives.
- To ensure outcomes of support are recorded and are used to inform future planning.
- To keep up to date assessments and records to demonstrate progress and attainment.
- To review pupil progress on a termly basis with parents at Parents' Evenings or by other arrangement where necessary.
- To set and review targets of pupils with complex needs with the pupil, parents and Inclusion Manager on a termly basis in the form of One Planning, person-centred meetings.

- In fulfilling these duties staff will be supported by the Inclusion Manager, Curriculum Leaders and in some cases by visiting advisory teachers/staff from LA support services.

Role of the Specialist Speech and Language therapists (The Language Hub):

- To work in partnership with the class teacher to ensure that the specific needs of the SLCN children are met and that appropriate methods are embedded throughout the curriculum.
- To pre-teach or post-teach individuals or groups as necessary.
- To withdraw SLCN children and focus on their specific needs as set out in pupils' EHCPs and One Planning reviews.
- To assess and record pupil progress and provide reports as required.
- To work with other multi-agency workers as necessary.
- To liaise with parents/carers of SLCN children to ensure that they are fully involved and aware of the educational needs of their child.
- To foster a positive awareness of SLCN within the school to include SLCN children socially as well as educationally.
- To attend One Planning, person-centred reviews for all pupils with an EHCP for SLCN accessing enhanced provision within The Language Hub.
- To report to the Inclusion Manager on the provision for and progress of pupils with SLCN.

Pastoral Support Worker

- Offering support to parents and children
- Liaison with outside agencies including Child Protection
- Nurture Classes
- Counselling
- New school admissions

Role of TAs

- To provide targeted support for children as identified by the Inclusion Leader or class teacher.
- To review progress and identify where further support is needed
- To regularly update the class teacher and/or Inclusion Leader
- To liaise with the Speech and Language Therapists and carry out programmes of support with specified children
- To keep detailed records of all support and progress

The Language Hub (enhanced provision for SLCN)

Trinity Road Primary School is the sole provider of specialist speech, language and communication provision in Mid-Essex. We are able to cater for up to 20 pupils with SLCN as the main area of need as named on their EHCP. Pupils come from a wide geographical area. Pupils accessing the enhanced provision are based in their

mainstream class and have individualised provision according to their needs. This provision will be a combination of speech and language therapy, specialist teaching in small groups, support within the mainstream class, individual or small group work on SLCN targets and independent learning within the mainstream class. The aim of the enhanced provision is to improve pupils' SLC needs to within age appropriate limits thereby enabling pupils to return to their mainstream school.

Trinity Road Primary School offer an Early Intervention Scheme for children of reception or KS1 age. Speech and Language therapists across Mid Essex will identify children who will benefit from this scheme. Children retain their place in their local mainstream school for up to four terms, whilst attending the enhanced provision at Trinity Road. Children will be taught and supported as per any other child in the school, whilst accessing intensive speech therapy. The children return to their local mainstream school once their speech is age appropriate. If children need further intensive support for speech and language, the Inclusion Leader will apply for an EHCP in order for the children to remain at Trinity Road Primary School. If it becomes clear that children have a different need during their time at Trinity Road, this will be discussed with parents and the local school in order for a decision to be made about future provision.

Adaptions to the curriculum and learning environment (including equipment, facilities and resources)

The lower part of the school is accessible to all children. There is one accessible toilet and bars are fitted in other toilets around the school for children with mobility difficulties. Children can access laptops and Ipads where needed.

Additional support for learning available to pupils with SEN/D

The school recognises that early identification is key and will always closely monitor children when they first join the school. Indicators of SEND can include parental observations, staff observations, data, and information from other agencies eg: Speech and Language or pre-school provision.

Additional support is available tailored to the needs of the individual child this could be in the form of evidence based intervention programmes.

Support for pupils with social, emotional and mental health needs (SEMH)

Emotional support may come in the form of a nurture group, counselling, or circle of friends. The school has a Pastoral Support Worker who is able to support children with their SEMH needs. Family referrals are made via the school.

Personal Support Plans are written with children, families and school staff to ensure that children have the support they need. The school can access Specialist Teacher Provision, for additional advice and support, where needed.

Evaluating the effectiveness of provision for pupils with SEN/D

Regular Pupil Progress Meetings are held to ensure that children are making adequate progress. Children identified as not making adequate progress will be given extra support through targeted intervention. Where children do not make progress despite intervention, a meeting will be held to discuss whether the child may have a Special Educational Need.

Assessing and reviewing the progress of pupils with SEN/D

Parents will be kept informed of any interventions their child is having. Interventions will be time limited and monitored to ensure progress is accelerated. The school will identify any children with Special Educational Needs at the earliest opportunity and will engage parents and other relevant professionals in all decisions and meetings.

Admissions for pupils with SEN/D

Children with SEN/D will join the school in the usual way unless they have an EHC plan. Where an EHCP exists the parents must contact the Mid Essex Statutory Assessment Service to request a change of placement. Children, who wish to join the Language Hub, must have SLCN as their primary need.

Parents and children are very welcome to visit the school prior to making a decision about placement.

Admissions for pupils with SLCN to the enhanced provision

For admission to the enhanced provision for SLCN, The Language Hub, pupils should have an EHCP with the main need SLC. During the assessment process for SEN/D, parents may express a preference for Trinity Road Primary School enhanced provision for SLCN. Mid Essex Statutory Assessment Service will consider the parental request and, if appropriate, will consult with Trinity Road Primary School. Trinity Road Primary School will consider the request by carefully reading all the information available about the pupil's SEN/D on the draft EHCP. We will then respond to Mid-Essex Statutory Assessment Service as to whether we agree with the placement or not.

Pupil and Parent voice/ Partnerships

It is extremely important for children and parents to be part of any decision making or target setting. Therefore they will always be invited to any meetings, or asked to contribute to everything that concerns them.

The school encourages child or family feedback on any policies or procedures. Parent and Child questionnaires are sent out and reviewed annually

Storing and managing information

All information is confidential or on a 'needs to know' basis. Parents will be asked permission before any information is shared with other professionals. Any files kept on a particular child will transfer to their next school with them.

Links to other educational establishments

We have good links with our pre-school colleagues and the student support departments of our local secondary schools.

For pupils entering EYFS with SEN/D, members of the Inclusion Team make every effort to ensure an effective transition. This is achieved by regular visits to pre-schools, pupils visiting us for transition visits, liaising with pre-school specialist teachers and attending meeting with parents. We have a particularly strong link with Tanglewood Pre-School which also has an enhanced provision for SLCN. Many of our pupils with SLCN have transitioned from Tanglewood.

For pupils making the transition to KS3, we liaise with the student support departments of all local secondary schools. Vulnerable pupils are supported to attend extra transition visits and secondary colleagues attend meetings to discuss the needs of individual pupils.

Links to other agencies and organisations

We have good links with a range of agencies including the following:

- Educational Psychologist
- Specialist Teachers
- Pre-school Specialist Teachers
- Relate Counsellor
- Speech and Language Therapist
- Moulsham Grange Children's Centre
- School Nurse

Mediation and complaints

We want all our children to feel happy and safe in school. We encourage all parents to talk to the Inclusion Leader or Headteacher directly and immediately should they have any concerns about their child/ren. If parents do not feel that their concern has been resolved, they should inform the Chair of Governors in writing.

TRPS SEN information report

The School SEN Offer can be found under Inclusion on the School website or by asking for a copy from the School Office.

Staffing as at September 2022:

Inclusion Manager
Pastoral Support Worker
Link SEND Governor

Jo Brown
Lesley Gilbert
James Forbes