

MAYBURY PRIMARY SCHOOL

SEND/Inclusion Policy

Updated: January 2025





SEND/INCLUSION POLICY

in compliance with
Statutory Instrument : Special Educational Needs (Information) Regulations
(Clause 65)
and
Special Educational Needs and Disability Code of Practice (2014)

Mission Statement

Our values-based school nurtures curiosity and creativity through an inspiring, broad and engaging curriculum, where learning is at the heart of all that we do. Our children learn to become resilient and self-assured in an environment where safety is outstanding. Everyone is challenged and encouraged to thrive and achieve as individuals, preparing them for their role as caring and active citizens in modern Britain.

Vision Phrase:

Believe. Achieve. Succeed.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

Children and Families Act 2014

Equality Act 2010

SEND Code of Practice (which takes account of the SEND provisions of the SEN and Disability Act 2001)
September 2014 – (reviewed May 2015)

Ofsted Section 5 Inspection Framework August 2016

Ofsted SEN Review 2010 “A Statement is not enough”

Inclusion Statement

- At Maybury School we endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (National Curriculum, 2014).

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Leader.

The Inclusion Leader is responsible for reporting regularly to the head teacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

Additional aspects and responsibilities of the Inclusion Leader's role are:

- Assistant Head teacher with Lead responsibility for safeguarding
- The role of the Ethnic Minority Achievement (EMA) Co-ordinator with strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.
- The Designated Teacher for Looked After Children with strategic responsibility for the inclusion of children who are adopted or in local authority care.
- The Pupil Premium coordinator with responsibility for monitoring the attainment and progress of disadvantaged children and ensuring the appropriate use of additional funding in order to enable achievement for this vulnerable group.
- Senior Lead for Emotional Health and Wellbeing including pastoral support for pupils social, emotional and mental health needs and support for Young Carers or children with additional social vulnerabilities

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the Inclusion Leader:
Della Sullivan 01483 763272
The name and contact details of the Ethnic Minority Achievement co-ordinator.
Della Sullivan 01483 763272
The name and contact details of the Designated Teacher for Looked After Children
Della Sullivan 01483 763272
The name and contact details of the Senior Lead for Mental Health and Emotional Well Being:
Della Sullivan 01483 763272

Our school promotes an inclusive ethos that seeks to value and celebrate the individual strengths and successes of all children. We work hard to ensure that all of our pupils are given the environment, resources and support that they need in order to reach their full potential. At Maybury we **believe** that all of our pupils can **achieve** and **succeed**. Our children are taught to value and respect each other whatever our differences and this is a strong message which underpins the ethos and curriculum of our school. Children learn:

There are no outsiders at Maybury

Everyone is different

We celebrate difference

We are all equal in our difference.

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Speech, language and communication needs
- Dyslexia
- Autistic Spectrum Differences
- Visual Impairment
- Hearing Impairment
- Specific medical conditions
- Social, Emotional and Mental Health needs
- Physical and sensory difficulties

In admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEND budget. Thereafter, we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with parents, carers and other agencies.

In agreeing to our staged arrangements, the school has taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”

SEND Code Of Practice (2014: Para 1.24)

This is not necessarily “more literacy” or “more maths” but would be targeted interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEND Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEND Code of Practice 2014

“Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school.

***Special Educational Needs in Mainstream Schools, Guidance Report
Education Endowment Foundation 2020***

<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

STAGE 1 Adapted, high quality universal teaching and learning opportunities, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to a **high quality adapted curriculum**.
- Learning for all pupils should be accessible and appropriate to the child’s current stage of skills and understanding. Pupils with specific learning needs will be supported through a personalised approach as appropriate. We work on the principle that what is good for SEND learners is good for all.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils’ identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision

- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, WELLCOMM language assessments, NTS tests, reading age/level assessments, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review, book looks and work sampling.
- following up on parental concerns
- tracking individual children's progress over time,
- liaison with other settings on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through progress meetings between the teachers and Inclusion Leader.
- Undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of **high-quality adaptive teaching**
- small group intervention time (time bonded and carefully monitored to ensure curriculum entitlement is not compromised)
- Catch Up (Wave 2) and intensive (Wave 3) interventions targeted to the needs of pupils
- Use of the SEND process to identify additional needs and 'Assess, Plan, Do, Review' cycle to meet those needs in a responsive way
- individual class support / individual intervention
- bilingual support/access to materials in translation
- Modification and adaptation of learning materials or the learning environment
- further differentiation of resources or personalised learning opportunities.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the inclusion leader, and senior leadership team.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the inclusion leader
- informal feedback from all staff.
- pupil interviews when setting new targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring targets, evaluating the impact of targets on pupils' progress.
- attendance records and liaison with Inclusion Officer (attendance)
- regular meetings about pupils' progress between the inclusion leader, the head teacher and teaching staff.
- SEND Link Governor oversight
- head teacher's report to parents and governors

Stage 2 Additional SEND Support

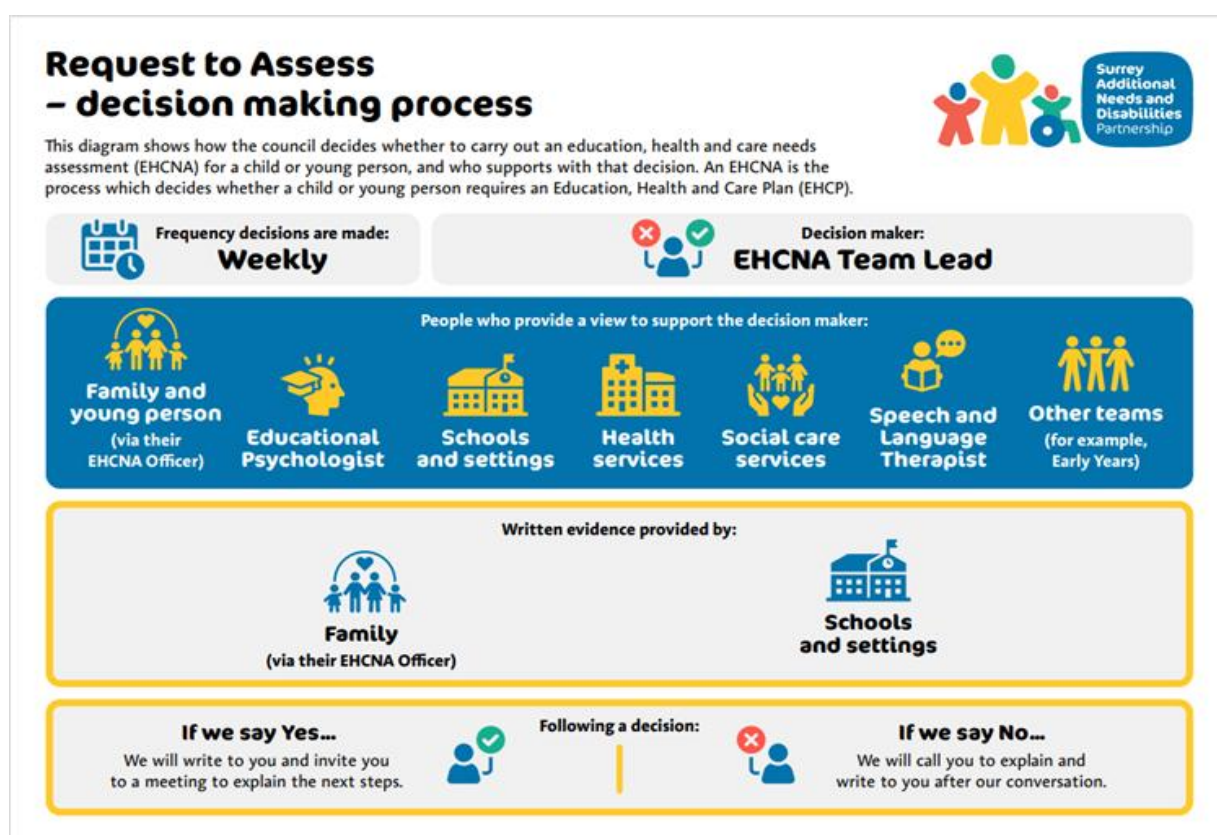
- Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school ie: they have a special educational need as defined by the SEND Code of Practice 2014.
- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support but will be identified as part of the school's provision management.
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number (but not all) of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit (AWPU) funding has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application for assessment will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the Local Offer.

- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and/or social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Learning Plan is required.
- Our approach to individual plans, which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows:
 - Our individual plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
 - Our individual plans will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
 - Our individual plans will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
 - Our individual plans will be based on informed assessment and will include the input of outside agencies,
 - Our individual plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
 - Our individual plans will be time-limited – and regularly reviewed, there will be an agreed “where to next?”
 - Our individual plans will have short / medium term SMART targets set for or by the pupil.
 - Our individual plans will specify how often the target(s) will be covered
 - Our individual plans will state what the learner is going to learn or be able to do – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 - Targets for an LP will be arrived at through:
 - Discussion between teacher and inclusion leader.
 - Discussion, wherever possible, with parents/carers and pupil
 - Discussion with another professional
 - Our individual plans will be reviewed regularly by class teachers in consultation with the inclusion leader

Stage 3 Education Health and Care Plans

- Our school will comply with all local arrangements including the Graduated Response model and procedures when applying for High Needs Block Funding or an Education Health and Care Plan.
- We will ensure that all pre-requisites for application have been met through ambitious and proactive additional SEND Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local authority policy and guidance - particularly with regard to the timescales set out within the process.

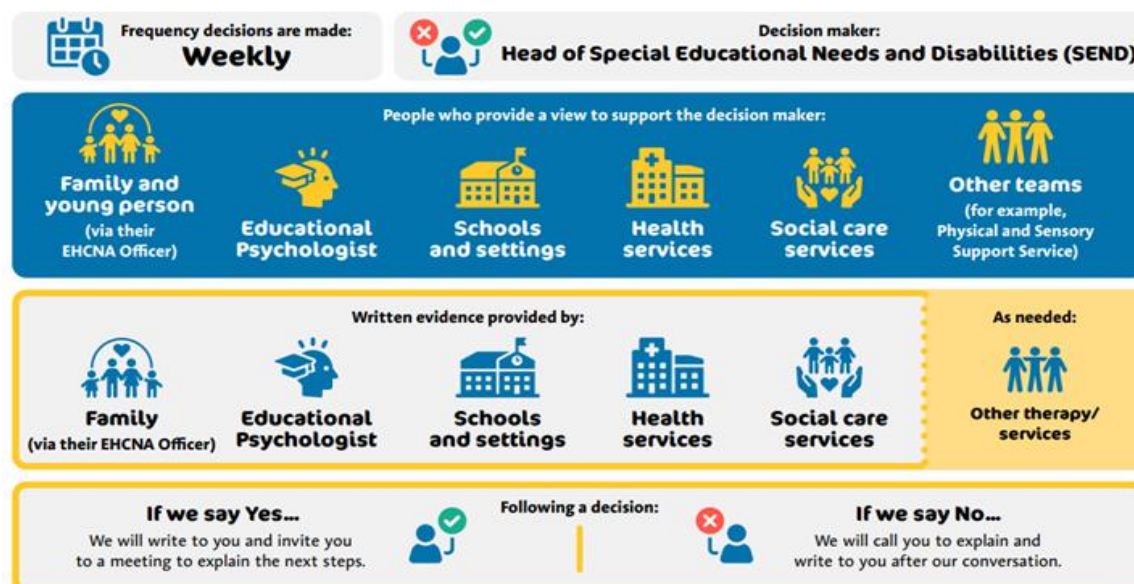
- A small minority of pupils may have needs that require an educational offer and support that is significantly additional or different to that of their peers. In this instance it is likely that the school and parents will request a formal assessment of needs to be carried out by the local authority. (EHCNA Education, Health and Care Needs Assessment)The infographic below explains this process:
- Our school will comply with all local arrangements including the Graduated Response model and procedures when applying for High Needs Block Funding or an Education Health and Care Plan.
- We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local authority policy and guidance - particularly with regard to the timescales set out within the process.
- A small number of pupils may require an educational offer and support that is significantly **‘additional or different’** to the ordinarily available provision for all other children. Following a process of assessment and review through the graduated response model, it is likely that parents and school staff may make the decision to request a formal; assessment of the child’s needs through an Education, Health and Care Needs Assessment (EHCNA). This will involve a 20 week period of assessment involving a multidisciplinary approach with relevant professionals. The infographics below explain how this process works and the timelines involved.



Request to issue an EHCP – decision making process



This diagram shows how the council decides whether to issue an Education, Health and Care Plan (EHCP) for a child or young person, following an Education Health and Care Needs Assessment (EHCNA), and who supports with that decision.

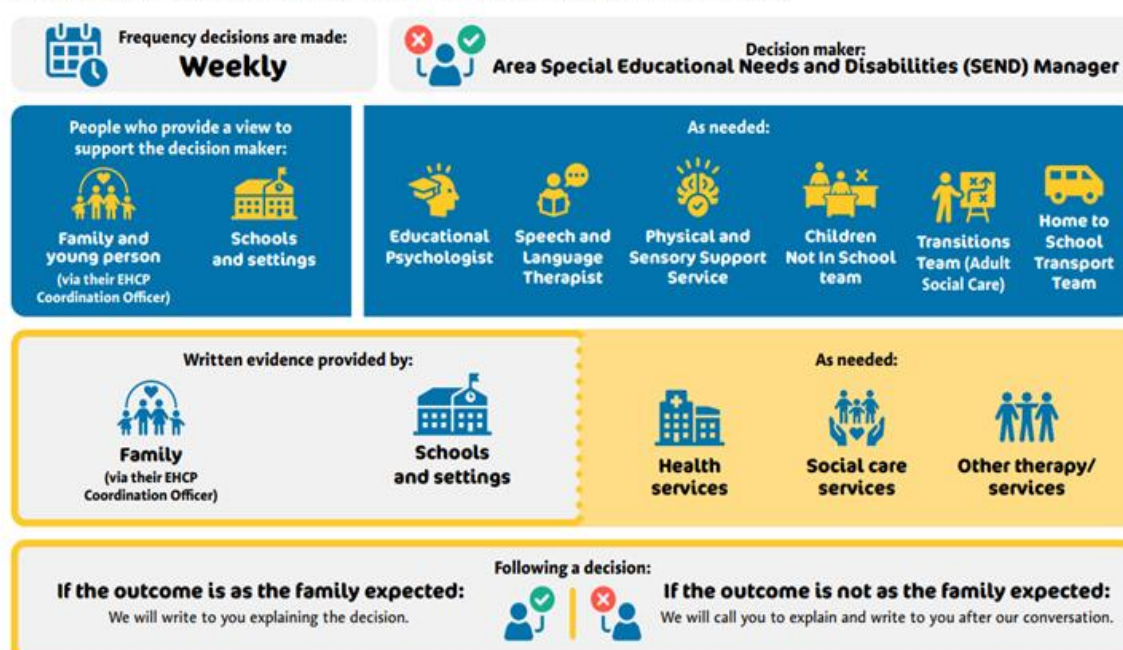


Following the issue of an EHCP there will be a process of annual review to ensure the support is kept up to date and relevant to the child's needs. Any requested changes to support or provision can then be sent forward to the local authority for consideration and updated assessment where appropriate. The infographic below explains this process in more detail. The School Inclusion Leader will lead on this process in partnership with the Local Authority.

Changes to an EHCP following annual review – decision making process



This diagram shows how the council decides whether to make changes to an Education, Health and Care Plan (EHCP) for a child or young person following an annual review, and who supports with that decision.



Roles and Responsibilities

Headteacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the inclusion leader/ Ethnic Minority Achievement Co-ordinator
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - maintenance and analysis of a whole-school provision map for vulnerable learners (in liaison with the inclusion leader.)
 - pupil progress meetings with individual teachers
 - regular meetings with the inclusion leader/EMA Co-ordinator
 - discussions and consultations with pupils and parents

Special Educational Needs Coordinator (Inclusion Leader)

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

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an EHCP Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that individual plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils.
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school

managers will guarantee planning and preparation time for teachers and inclusion leader to ensure that these meetings occur).

- liaising and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

Ethnic Minority Achievement Coordinator

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- liaison with the Home School Link Worker (HSLW) advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping them informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to ethnic & linguistic minority learners

Class teacher

- liaising with the Inclusion Leader/EMA co-ordinator to agree:
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, a Learning Plan to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice September 2015)
 - ensuring effective deployment of resources – including support staff- to maximise outcomes for **all** groups of vulnerable learners.

Progress and Attainment Reviews:

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
 - The school's generic processes for tracking the progress of all pupils
 - Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
 - At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual reviews of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2015)

An Inclusive Approach:

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary

financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classrooms. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.
- Pupils are given consistent feedback on their learning and are encouraged to respond to this feedback.

Safeguarding SEND pupils- See Safeguarding and Child Protection Policy

The school recognises that children with special educational needs (SEN) and disabilities or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Additional barriers that can exist when recognising abuse and neglect in this group of children include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- being more prone to peer group isolation (including prejudice-based bullying) than other children;
- the potential for children with SEN and disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers; and
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in settings or the consequences of doing so.

Any reports of abuse will require close liaison with the DSL and the SENDCO.

The school addresses these additional challenges by considering extra pastoral support for children with SEN and disabilities or certain medical conditions to help to keep them safe or keep themselves safe along with ensuring any appropriate support for communication is in place.

Anti -Bullying and Support for Mental Health and Wellbeing of SEND pupils:

- Our school provides a strong, values-based education and this ethos is embedded in our approach to teaching and learning for all pupils.
- Children are encouraged to take on a variety of roles and responsibilities all of which help to make our school a positive place to be and to learn.
- We work hard to encourage pupils to have high aspirations, strong motivation and resilience
- We demonstrate practical strategies to pupils which help to develop them as effective and independent learners.
- We have a strong values basis which underpins everything we do and helps pupils to build positive and mutually supportive relationships with peers and adults.

- We work regularly with parents and carers to help promote support for children's learning. Our Home School Link Worker **Mrs Maniza Hussain** provides a high level of support to our families and assists with identified training opportunities to help promote pupil progress at home and school.
- There is close liaison between the Senior leadership team and the HSLW
- Children are encouraged to reflect upon their own learning experiences. They discuss the effectiveness of interventions and additional support and consider how this has helped them.
- Children are encouraged to cooperate with a variety of adults in the classroom as well as their peers. They also have access to regular independent learning opportunities.
- Our school has a senior lead for Mental Health and Wellbeing which ensures that this is always a high profile priority. **The Senior Lead with this responsibility is Mrs Della Sullivan the Inclusion Leader**
- We have a Well Being working party which includes stakeholders representing pupils, staff and governors to ensure everyone has a voice. We have recently been awarded our school's well-being award.
- We are committed to developing our provision for mental health support, including our Well Being centre, Emotional Literacy Support Assistants, Well Being committee and joint working with mental health services.
- We are committed to supporting staff wellbeing and invest in counselling and support services which any staff member can freely access. We recognise that emotionally healthy adults can offer better support to children with emotional health needs.
- We have a designated well being day each half term where we focus on activities and strategies that children can do to benefit their mental health and well being.

Training and Support

- In accordance with Section 6 of the SEND Code of Practice 2015, if appointed after September 2008, our inclusion leader will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The inclusion leader, will regularly attend local network meetings for SEND, EMA Coordinators and Designated Teachers for LAC
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be organised by the school via local authority resources, accessing, as far as possible, services available as part of the Local Offer.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

Equipment and Facilities:

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding. It would be expected that if this level of support were to be necessary on an ongoing basis the child would need to have an application made for an Education, Health Care plan in order to ensure that their needs are formally recognised and that they continue to be met appropriately.
- School will liaise with the local authority to ensure any additional specialist equipment and expertise in relation to its use recommended for individual pupils is purchased/hired from approved sources.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.
- We conduct regular reviews of our school's accessibility with regard to the curriculum and environment to ensure we remove or address any potential barriers for learners with additional needs or their families or our staff.

Partnership with Parents/Carers

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

- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

- We work with parents on specific home school link projects to model well-being strategies that can be used at home.
- We provide fortnightly drop in sessions where parents of children with SEND can come to ask for help or advice from the school's inclusion leader and home school link worker.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- (for some pupils with special educational needs) monitor their success at achieving the targets on their Individual Learning Plan.

Partnership Working with External Agencies:

- Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).
- We seek to respond quickly to emerging need and work closely with other agencies including:
 - EHA team
 - CAMHS/TAMHS
 - Educational Psychology Service and LA Specialist Teaching Team
 - Racial, Ethnic Minority Advisory service (REMA)
 - Physical and Sensory Support Service (PSSS)
 - Surrey Parent Partnership Service
 - Local NHS services (including paediatric therapies)
 - Education Inclusion Service
 - Early Years SEND support service
 - CSPA (Children's Single Point of Access) Surrey Children's Services
- In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information as appropriate and cooperate fully with other agencies.

- Often at the request of families, we liaise with other services and voluntary bodies (eg Freemantles Outreach Service) in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (eg autism, visual impairment etc).
- We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. Most often this will be the inclusion leader/ EMA co-ordinator or Designated Teacher for LAC, but in some cases it can be another member of staff who we have identified as a key worker.
- Whilst we are committed to mutually supportive partnership with parents and carers we do not facilitate private therapists coming in to the school to work with individual pupils on site. This is to maximise the effective use of our staffing and our intervention spaces. We recognise that private therapies are something parents may wish to consider and we will make every effort to support this happening at the child's home where appropriate.

Effective Transition Arrangements:

- We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.
- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEND support and all those with statements of Special Educational Needs. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling where appropriate. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the inclusion leader will liaise

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children

and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and Inclusion leader/EMA Co-ordinator, then, if unresolved, by head teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Links with Other Services

Effective working links will also be maintained with:

Educational Psychology Service and Specialist teaching team (learning and behaviour) : Contact Number : 0300 200 1004 (contact centre number for education enquiries).Quadrant Court, 35 Guildford Road, Woking, GU22 7QQ

Education Welfare Team: Quadrant Court, 35 Guildford Road, Woking, GU22 7QQ

Parent Partnership Service:

Third floor

Consort House

5 – 7 Queensway

Redhill

Surrey

RH1 1YB

Helpline: 01737 737300

Admin: 01737 737301

Email: spp@surreycc.gov.uk

Virtual School for Looked After Children: 0208 541 7761

Virtual.school@surreycc.gov.uk

Freemantles Outreach Team

Freemantles School

Smarts Heath Road, Mayford Green, WOKING, GU22 0AN

Telephone: 01483-545680 | Fax: 01483-545699

Parents will be signposted to the appropriate support agencies via the Surrey Family Information Service or the Surrey Local Offer webpage as appropriate.

Surrey FIS Telephone 0300 200 1004 (Monday to Friday 8am to 6pm)

surrey.fis@surreycc.gov.uk

Information on where the local authority's local offer is published.

(See Local Offer website link below for contact details in relation to High Needs Funding Applications and Education Health and Care Plans)

<https://www.surreylocaloffer.org.uk>

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn with more than one language.

Ethos

We recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2
- a further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language
- pupils will have the opportunity to work in mixed ability or ability groups depending on the nature of the learning taking place.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both 'A Language in Common' and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the inclusion leader/EMA Co-ordinator. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

We recognise that parents are the child's first teacher and we value the early learning that each child experiences as part of their initial education before they arrive at school. We believe that well developed first language skills provide a positive advantage for pupils learning in an additional language.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

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

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

The Designated Teacher for Children in Care at Maybury Primary School is Mrs Della Sullivan - Inclusion Leader

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- | | |
|-------------------------------|-----------------------------------------------------------------------------------|
| • Physical talents | sports, games, skilled, dexterity |
| • Visual/performing abilities | dance, movement, drama |
| • Mechanical ingenuity | construction, object assembly (and disassembly),
systematic, working solutions |
| • Outstanding leadership | organiser, outstanding team leader, sound judgements |
| • Social awareness | sensitivity, empathy, |
| • Creativity | artistic, musical, linguistic |

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

Based on DfE guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

Identification

Before identifying any child as 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level;
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
- the opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate adaptation, and we may run 'more able groups' in English and mathematics at KS2 if appropriate.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting, musical clubs and craft clubs. School based provision includes opportunities for performance, visiting artists, specialist teaching and partnership with primary and secondary schools.