



THOMSON HOUSE SCHOOL

# Thomson House School Inclusion Policy 2021-22

Agreed by Education Committee: February 2021

Review Date: February 2022

All the Thomson House School policies should be read in conjunction with the Equality Policy, the Accessibility Plan and the Safeguarding & Child Protection Policy.

If you require a copy of this document in large print, Braille or audio format, please contact the School Business Manager

## **School Ethos**

At Thomson House School we value all children in our school equally. This is reinforced by the ethos of the school which is committed to encouraging kindness, courage and curiosity in all our children.

Thomson House School understands that each child is unique, and we celebrate that diversity. Each child also has different, sometimes complex, learning needs and the school aims to ensure that **all** children have access to the curriculum and to overcome any barriers to learning. The school has a holistic approach to inclusion.

At Thomson House School our aim is to give every pupil the opportunity to experience success in learning and maximize their potential. In responding to the pupils' diverse needs, we create an effective learning environment, encourage motivation and concentration, provide equality of opportunity, use appropriate assessment approaches and set targets for learning appropriate to each child.

## **Different Groups of Children**

### **1. Children with Special Educational Needs and Disabilities (SEND)**

Definition of Special Education Needs:

The Special Educational Needs and Disability Code of Practice: 0-25 years (2015) states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the areas of the local educational authority.

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. We use our best endeavours to ensure that such provision is made for those that need it.

At Thomson House School, we believe that a pupil has special educational needs if:

- He or she has a learning difficulty or a disability which calls for special educational provision to be made
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age

Special Educational provision is underpinned by high quality first teaching and is compromised by anything less.

Thomson House ensures that identification and action taken to meet the needs of the children with SEND is available regardless of their ethnicity, home language, gender, disability or social circumstances.

All children with SEND will join in the activities of the school together with other children, wherever possible. This includes lessons, playtimes, meal times, assemblies and school trips. The school is committed to inclusion for all children.

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these questions:

- Do our children achieve as much as they can?
- Are there differences in the achievements of different groups?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective – what impact are they having?

An application for admission from a pupil with SEND will be considered according to the school's Admissions Policy. The prospective pupil seeking admissions will not be disadvantaged because of their SEND.

On making a request for admission, parents are encouraged to discuss their child's possible SEND with the Head Teacher / Special Educational Needs and Disabilities Coordinator (SENDCo) at the earliest possible opportunity so that advice, support and any training needs can be put in place to meet the needs of their children.

Thomson House School will endeavor to:

- Identify and assess a child's SEND as early as possible
- Enable each child to have access to the whole curriculum
- Plan for differentiation by matching work to the child's ability
- Build the self-esteem of each child
- Ensure that a positive partnership between child, parents and teachers is established so that opinions and information can be exchanged freely
- Give a continuity of provision throughout the school
- Liaise effectively with external support services eg social services, Ed Psych
- Maintain a constant approach to record keeping, to inform assessment, improve practice and review provision.

- Inform parents of any developments regarding health and general well-being of a child with SEND – these developments may be noticed through daily interactions with the child or they may come straight to the school's notice from a parent or an outside agency
- Plan and deliver INSET in consultation with the SENDCo appropriate to the needs of the staff to ensure best support / provision for the child/ren
- Allocate budget and personal spending plans for SEND children
- Half termly review of pupil progress, with SENDCo and SLT
- Provision mapping and timetabling, in consultation with the SENDCo and SLT to ensure provision matches needs
- Reporting regularly to Governors on SEND within the school
- Liaise with the Education Welfare Officer
- Ensuring staff are given appropriate time to liaise with the SENDCo and outside agencies

The SENDCo and Head of Inclusion, **Mrs Hannah Hannington**, has responsibility for:

- Ensuring provision is coordinated
- Using assessment data/working with the assessment leader to identify groups or individuals' academic needs
- Using assessment and other data/working with the assessment leader to identify individual holistic needs (behavioral needs, social and emotional needs)
- Being part of the half termly Pupil Progress meetings with teachers and SLT to ensure that early identification and provision is effectively planned for
- Organizing multi-professional meetings with outside specialists to coordinate high quality support
- Delivering staff training to cascade knowledge and expertise on a range of SEND issues and conditions
- Discussing teaching strategies and methods with staff
- Setting up, monitoring and reviewing children that are receiving intervention and additional support
- Writing Individual Education Plans (IEP) with the class teacher, and sharing and reviewing these with parents at least once each term and planning for the next term
- Ensuring SEND data and individual records are up to date
- Supporting individual or small groups of children
- Purchasing and allocating resources to support children's learning
- Maintaining a resource bank and advising teachers on what might be useful
- Liaising with school staff and parents to ensure consistent approaches
- Contributing to the Strategic Development Plan
- Contributing to the Head Teacher's report to Governors on the success of the Inclusion policy

- Ensuring that parents are involved in supporting their child's learning and are kept informed about the support their child is getting.
- Liaising with potential next providers of education to ensure a smooth transition is planned
- Attending regular network meetings to ensure that SEND is up to date with all national and borough-wide changes.

Mrs. Hannington can be contacted via the school office on **0203 608 2080** or by email [Hannah.hannington@thomsonhouseschool.org](mailto:Hannah.hannington@thomsonhouseschool.org). Mrs. Hannington works from Wednesday-Friday.

Day to day responsibility for meeting the individual needs of a child lies with the Class Teacher.

The Class teacher has a responsibility for:

- Identifying a child's SEND
- Offering high quality Universal Wave 1 differentiated teaching
- Monitoring the progress of the individual children
- Liaising with parents, children and the SENDCo
- Liaising with outside agencies
- Following guidance and collaborating with external professionals.
- Writing Individual Education Plans (IEP) with the Inclusion Leader, and sharing and reviewing these with parents at least once each term and planning for the next term
- Ensuring that the school's Inclusion/SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Ed Coke is the named Governor for Special Educational Needs and Disabilities. Ed can be contacted via the school office on 0203 608 2080 or by email:

[Edcoke@thomsonhouseschool.org](mailto:Edcoke@thomsonhouseschool.org)

### **Identification of Needs**

#### Early Identification

The school aims to identify any special needs as early as possible in a child's learning journey. Half termly pupil progress meetings discuss children individually – both academic and social aspects of the child's education. Any initial concerns are flagged up by the class teacher with the SENDCo. The SLT will agree on strategies to be put in place which are then monitored and evaluated over the following two terms. Tracking of attainment and progress is closely monitored at each pupil progress meeting.

Before identifying a child as needing SEND support the class teacher with the SENDCo support will establish a clear analysis of the pupils needs.

There are four main categories of need, but many children have a combination:

1. Communication and interaction
2. Cognition and learning
3. Behaviour, emotional and social development
4. Sensory or physical needs

### **Assessment of Needs**

The school uses a variety of formative and summative assessment techniques for all children – teachers' observations, evidence in books, phonics tracker and SATs papers.

Despite high quality targeted teaching strategies, following assessment, some pupils may be deemed to have made insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to determine an appropriate individualised intervention programme. At times it may be necessary to consult with outside agencies to receive more specialised expertise. At this point, because the pupil requires additional provision, the school will have identified that the pupil has a special educational need. These intervention programmes will be shared with parents and reviewed termly.

Following assessment, if the pupil has made good progress using this additional and different intervention (but would not be able to make good progress without it) the school will continue to identify the pupil as having a special educational need. If a pupil is able to maintain good progress without the additional support and resources he or she will not be identified with SEND.

Internally, the SENDco and Class Teacher will write an Individual Education Plan (IEP) which will have targets on it which the teaching team will work towards throughout the term. An end of term review meeting will take place, in which parents are asked to participate. The meeting structure follows a review of the existing targets and a plan for the following term's targets.

In a small number of cases where additional support is required long term, the school may make a request to Achieving for Children (AfC) for an assessment for an Education Health & Care Plan (EHCP).

If an EHCP is needed, this would formally set out the pupils needs, including how and where they would best be met. The EHCP is reviewed annually.

### **Provision**

Whenever possible children with SEND take part in all activities within the school. Their needs are considered when planning outside visits and school journeys, particularly with regard to the safety of themselves and others when off-site.

We follow the advice in the National Curriculum framework on how to adapt the curriculum and the learning environment for pupils with SEND. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs.

“All pupils should have access to a broad and balanced curriculum. The national Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such as planning will mean that pupils with special educational needs and disabilities will be able to study the full national curriculum.”

*Special educational needs and disability code of practice: 0 to 25 years.*

(6.12)

Special educational provision at Thomson House is underpinned by high quality teaching and is the first step in responding to pupils who may have SEND.

### **Training and Resources**

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction training on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's provision and practice and to discuss the needs of individual pupils.

The school's SENDCo regularly attends Achieving for Children network meetings in order to keep up to date with local and national updates in SEND.

### **Use of Support Services**

Support services are specialists from outside the school. Their contact details are available from the SENDCo. Referrals for their support are completed by the SENDCo in consultation with parents and teachers. The objective is to provide an integrated, high quality, holistic support focused on the needs of the child. Support services will adopt a child-centred approach to delivery.

Support Services includes specialist teachers for pupils with hearing or visual impairments, behaviour and learning support counsellors, educational psychologists, occupational therapists, speech and language therapists and specific ICT support equipment. However, even when there are outside specialists involved in a child's provision, the SENDCo has overall responsibility for the provision for the child.

Health support services are available to support both parents and schools. This includes speech and language therapists, occupational therapists and the school nurse. If a child has medical or physical conditions, the SENDCo will need to be in close contact with a range of professionals.

### **Working with Parents**

Parents have a key role to play in their children's education. They should feel empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- understand how they should work positively with the school for the benefit of the child
- have knowledge of their child's entitlement within the SEND framework
- make their views known to the school about how the child is educated
- have access to information, advice and support during assessment and to any decision-making process about SEND provision.

### **Arrangements for learning support and SEND pupils changing schools or leaving school**

In consultation with parents, the SENDCo will notify the receiving school about a pupil's learning support or SEND records, including the provision that has been made and targets that have been already met and planned.

SEND children may wish to visit the new school more frequently before admission. Equally, teachers from the new school may wish to visit the SEND child in their existing setting.

### **Considering the Pupil's Views and Opinions**

At Thomson House School, the pupil's views will be sought whenever possible, by asking, listening and observing the pupil's reaction to activities and resources. A judgement is made and discussed with colleagues and parents. Though we accept



that a pupil's perceptions and experiences can be invaluable, as a school, we recognise that this may not always be easy and may need to consult parents and other colleagues for further information.

### **Provision for pupils with EHC Plans**

In accordance with the school's admissions policy, Thomson House School admits children who will benefit from the education offered and who will contribute to and benefit from the ethos and activities of our school community.

In respect of an application for a place for a pupil with SEND, including a pupil with an EHC plan, the school will have regard to these criteria and also to whether, given its limited facilities for pupils with SEND, the school can make reasonable adjustments to cater adequately for such a pupil.

Similarly, the school will not refuse admission for a child with SEND on the grounds that he or she does not have an EHC plan but will make a judgement with regard to the criteria above and whether appropriate reasonable adjustments can be made in the support of that child's education.

The school acknowledges its responsibility, within the bounds of reasonable adjustment, to identify, assess and make appropriate provision for children with SEND, whether or not they have an EHC plan.

Accordingly, where assessment determines that a pupil's individual needs may be best served by a statutory assessment for an EHC plan, the SENDCo will inform parents and will assist them in the necessary preparations and application for such an assessment. The school will meet its duty to respond to any request from Achieving for Children for information relating to a statutory assessment, within 6 weeks of receipt.

Where a pupil at the school has an EHC plan, the school will ensure:

- Co-operation with Achieving for Children in undertaking the annual review of the plan, including the presentation of relevant information on the evaluation of learning and progress.
- That any advice and information gathered will be sent to all those invited to an annual review meeting at least two weeks prior to the meeting. The school will prepare and send a report of the outcomes of the meeting to everyone invited within two weeks of the meeting and will enable Achieving for Children to undertake a review of a pupil's EHC plan at least 7 months before transfer to another phase of education.
- Co-ordination by the SENDCo of the specific provision made to support individual children who have EHC plans, together with the monitoring and review of its efficacy.
- Facilitation by the SENDCo of additional staff training as required to meet the terms of the plan.

- Provision of information by the SENDCo to ensure that all those teaching or working with a child named in an EHC plan, are aware of the pupil's needs and the arrangements in place in to meet them.
- Co-operation, as appropriate, with health and social care providers to meet the terms of the plan.
- Preparation, where a pupil wholly or partly funded by Achieving for Children is registered at the school, of an annual account of income received and expenditure incurred by the school in respect of that pupil, for the local authority and, on request, the Secretary of State.

Through its evaluation procedures, the school will seek to identify improvements in outcomes.

This will include, as appropriate, consultation with pupils and their parents, taking into account:

- Prevention
- Early identification/recognition.
- How pupils and their families will be able to access services.
- How transitions between life stages and settings will be managed, including from Early Years to primary education.
- How provision and support services will enable pupils to prepare for their future adult life.

### **Confidentiality:**

The school will not disclose any EHC plan information without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To ISI or Ofsted inspection teams as part of their inspections of schools and local authorities.
- To the Headteacher (or equivalent position) of the institution at which the pupil is intending to start the next phase of their education.

### **Safeguarding of SEND pupils**

The school ensures that child protection and safeguarding procedures are adhered to for all pupils.

Children with SEND can face additional safeguarding challenges. For such children additional barriers can exist when recognising abuse or neglect.

These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without further exploration;
- Communication barriers and difficulties in overcoming these barriers.

When necessary, adjustments are made relating to safeguarding and keeping children safe, to enable children with SEND to access the school activities.

Staff supporting children with SEND receive regular safeguarding training and are aware of their responsibilities regarding pupil disclosures and reporting obligations.

The school's Designated Safeguarding Lead Professional is Victoria Amor. The named Governor for Child Protection/Safeguarding is Charles Ullathorne.

## **2. Health Needs**

### **Identification**

Parents are asked to share with the school any health issues of their child when the child starts school. Reception class teachers conduct home visits prior to each child starting school so that these matters can be discussed in a comfortable environment for the parents and the child.

Medical needs may emerge after the child has started school. The class teacher is expected to share any health concerns with the Head of Inclusion who will then contact the School Nurse and organise a meeting with the parents, School Nurse, class teacher and SENDCo.

Some children have medical needs however a medical diagnosis does not necessarily mean the child has SEND.

### **Provision**

The school will ensure that wherever possible children with medical needs are fully included in school life. The school recognises that children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

The school has a separate policy for 'Supporting Children With Medical Conditions' and this should be read in conjunction with this Inclusion Policy. Parents are invited to read the school's Supporting Children With Medical Conditions Policy when their child starts school. Parents are also asked to inform and discuss the implications of their child's medical condition with the Head teacher and SENDCo, prior to the child starting school or prior to starting medication.

Some children with health needs may also have SEND and may have an EHCP which brings together health and social care needs. If this is the case, the school will follow the strategies and targets in the EHCP. The special educational provision is followed, referencing the Special Educational Needs and Disabilities Code of Practice (2015).

### **3. English As An Additional Language (EAL)**

#### **Identification**

A child has EAL language needs when English is not spoken at home or when English is not their first language.

The curriculum at Thomson House is based on oracy – **all** children are taught to speak in full sentences and oral work forms the basis of all maths, English and topic lessons. This is hugely advantageous for EAL pupils.

#### **Provision**

In EYFS (Early Years Foundation Stage) the learning environment is language rich for **all** children and therefore the school may not necessarily provide further provision for a child with EAL.

However, if the child is new to the United Kingdom and has absolutely no English, then basic language skills will be supported through an individual intervention programme. The Head of Inclusion will be responsible for organising this following discussion with the class teacher.

In other year groups, following half termly pupil progress meetings, language provision may be increased for individual children so that they can access the curriculum fully. This level of provision usually takes place out of class in small groups and covers English grammar, basic vocabulary and sentence structure.

### **4. Disadvantaged Children (PPG)**

#### **Identification**

Children who are identified as disadvantaged are those whose parents have claimed free school meals at some point in the previous 6 years (Ever 6) and those who currently claim for free school meals (FSM). The school receives pupil premium funding for these children.

The school also receives funding to support Looked After Children (LAC) and Previously Looked After Children. Looked After Children can be defined as children who are in the care of a local authority, or are being provided with accommodation by a local authority in the exercise of their social services functions in accordance

with Section 22 of the Children Act 1989, at the time an application for a school is made. The Previously Looked After Children definition includes children who were previously looked after but ceased to be so because they were adopted (under the Adoption Act 1976 or Adoption and Children's Act 2002), or became subject to a child arrangements order or special guardianship order.

### **Provision**

The school ensures that disadvantaged children receive individualised support, depending on their needs and priorities. The PPG Champion/Leader, in conjunction with the Head Teacher, SENDCo and class teacher, will organise support for these children in a variety of ways including academic support, emotional support, social groups, music lessons, lunches, purchasing of uniform, payment of school trips, payment of extra-curricular clubs, payment of wraparound care etc. The provision and its impact is listed annually on the school's website:

<https://www.thomsonhouseschool.org/page/?title=Pupil+Premium+and+Sport+Premium&pid=22>

## **5. Vulnerable Children**

### **Identification**

At times in any child's primary education, there may be a set of circumstances where that child becomes vulnerable. Class teachers are alert to changes in behaviour, emotions, focus and concentration which may indicate difficulties in a child's life. Class teachers are encouraged to respond to such observations by sharing information with senior leaders including the Designated Safeguarding Lead, Ms Vicky Amor.

### **Provision**

The school aims to provide support at these times for the child and his/her family.

The school works with outside agencies, often through Achieving for Children and Children's Services to ensure that every child feels safe, secure and stable.

Internally the school can provide a variety of strategies such as Drawing and Talking, counselling, Lego Therapy, ELSA (Emotional Literacy Support Assistant), play therapy and a key worker for children who are undergoing difficulties.

The school is aware of children's mental health issues and all staff have had training on building the resilience of children. The school offers a strong well-being programme which includes education in e-safety, sex and relationships, drugs alcohol and tobacco education, social etiquette, tolerance and understanding, British values and other religions. The school has a qualified Mental Health First Aider on the staff team – and all staff receive annual training in mental health first aid and supporting children with mental health needs.

## **6. Academically More Able Children**

### **Identification**

Class teachers will identify, following half termly assessments, any pupils who are academically more able. Academically more able children are usually the top academic 10% of each year group. Children can be strong performers in one area of the curriculum without being defined as academically more able. Academically more able children are strong across all academic subjects.

### **Provision**

Thomson House School aims to provide challenge and support for the academically more able pupils. This may be through challenge within Wave 1 teaching in the classroom; or through extra-curricular challenge clubs where children are invited to participate in activities led by a member of the senior leadership team. These clubs may be in one of the core curriculum areas.

## **7. Talented Children**

### **Identification**

Class teachers will identify any pupils who show rare talent in any area of school life – for example in sport, art, drama, music etc. These children are the top performers of each year group in that particular area. Talented children can be strong performers in one area of the curriculum without being defined as academically more able.

### **Provision**

Thomson House School aims to provide challenge and support for the talented pupils. This may be through challenge within Wave 1 teaching in the classroom; or through extra-curricular challenge clubs where children are invited to participate in activities led by external professionals or by members of the senior leadership team. They will also have a chance to participate in extra-curricular activities such as inter-school competitions.

This policy is written in line with the requirements of:

- Part 3 of the Children and families Act (2014)
- The Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015);
- The Special Educational Needs and Disability Regulations (2014)
- The Special Educational Needs (personal Budgets) Regulations (2014);
- Section 137 of the Children and Families Act (2014);
- The Equality Act (2010).

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