



THOMSON HOUSE SCHOOL

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# Thomson House School Inclusion Policy 2017-18

Agreed by Education Committee: 19<sup>th</sup> February 2018

Review Date: February 2019

## **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 of 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 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.

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?

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 possibly training can 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 support services
- Provide a planned programme for the professional development of staff
- Maintain a constant approach to record keeping, to inform assessment, improve practice and review

The Head Teacher, Mrs. Amanda Letch, has responsibility for:

- Informing the SENDCo and/or Class Teacher of any developments regarding health and general well-being of a child with SEND which may come straight to their notice from a parent or outside agency

- Planning INSET needs in consultation with the SENDCo and Senior Leadership Team (SLT)
- Allocation of budget and personal spending
- 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
- Liaising with social services and 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 to identify groups or individuals' academic needs
- Using assessment and other data to identify individual holistic needs (behavior 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 SEN issues and conditions
- Discussing teaching strategies and methods with staff
- Setting up, monitoring and reviewing children that are receiving intervention and additional support
- Ensuring SEND data and individual records are up to date
- Supporting individual or small groups of children
- Purchasing and allocating resources
- Maintaining a resource bank and advising teachers on what might be useful
- Liaising with school staff and parents to ensure consistent approaches
- Writing and reviewing action plans and contributing to the School Development plan
- Contributing to the Head Teacher's report to Governors on the success of the Inclusion policy

Mrs. Hannington can be contacted via the school office on 0203 608 2080.

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 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.

Tanya Moran is the named Governor for Special Educational Needs and Disabilities. Tanya can be contacted via the school office on 0203 608 2080.

## **Identification**

### 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.

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

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

Despite high quality targeted teaching strategies, following assessment, some pupils may be deemed to continue 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.

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 and their needs are taken into account when planning outside visits and school journeys.

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.

### **Use of Support Services**

These are specialists from outside the school. Their contact details are available via 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. 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. Even when there are outside specialists involved, the SENCO 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
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how the child is educated
- have access to information, advice and support during assessment and to any decision-making process about SEN provision.

### **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 to enable children with SEND to access the school activities relating to safeguarding and keeping children safe.

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 Vicky Amor. The named Governor for Child Protection/Safeguarding is Tanya Moran.

## **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 will 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 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. Their special educational provision and the Special Educational Needs and Disabilities Code of Practice (2015) is followed.

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

### **Identification**

A child has 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 would 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). 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. 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 Head of Inclusion, in conjunction with the Head Teacher and class teacher, will organise support for these children in a variety of ways including academic 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 club, ELSA (Emotional Literacy Support Assistant), arts therapy, 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.

## 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 small groups out of class; 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 maths, science, creative writing, art, drama and sport.

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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