



## **Inclusion, Special Educational Needs and Disability Policy Statement**

**(Whole School including EYFS)**

Meeting the needs of children's learning and behaviour is part of high-quality education.

At Avon House we believe that each pupil is an individual who needs to have opportunities to fulfil his/her potential. We aim to make the school a happy place for all pupils to learn and grow spiritually, morally, socially and culturally (in line with our SMSC Policy), as well as academically. We recognise that all SEND pupils have a right to receive a broad, balanced, relevant and differentiated curriculum. We believe that early recognition of SEND and intervention, where appropriate, are very important. We strive to be a fully inclusive school, where all pupils are welcome including those with SEND.

As a Rights Respecting School, we follow the articles within the UN Convention on the Rights of the Child.

In the spirit of the Equality Act (2010), we will not discriminate against pupils with disabilities and will make all reasonable adjustments to provide appropriate learning opportunities for all pupils so long as the school is able to give adequate provision to meet their needs.

### **The Special Educational Needs and Disability Code of Practice (2015)**

This is a government document which gives structure to the process of supporting pupils who have any kind of special educational need or disability. It incorporates The Special Educational Needs and Disability Regulations 2014. It also contains 'best practice' advice for schools. Schools must 'have regard to' this document in the support they give to pupils with SEND in relation to the following:

- Early identification.
- Early Intervention.
- Inclusive education.
- Physical environment.
- Partnership with parents.
- Multi-agency collaboration.

### **How to raise a concern**

If a teacher has concerns about a pupil in his or her class, he or she should:

- Discuss the issues with colleagues, including subject teachers and with the Inclusion Lead.
- Try to address the issue within the normal support system and differentiation in the classroom.

If parents have concerns about their child's progress, they should discuss their issues firstly with the child's class teacher.

If the issue is not resolved or is a major or urgent issue:

- The teacher should raise a 'concern sheet'. The concern sheet requests information about the nature of the pupil's difficulties and the actions taken by the teacher to address these difficulties. Blank concern sheets are found on the Inclusion board in the staff room.
- The Inclusion Lead will observe the pupil in class.
- The Inclusion Lead will discuss the issue with any relevant specialists and decide what action needs to be taken.
- If the Inclusion Lead believes that the pupil's needs can be catered for within the normal resources of the classroom, discussion will take place with the teacher and advice given.
- If further action is to be taken, the Inclusion Lead will discuss possible action with the teacher and contact the parents for a meeting.

Action could include:

- Assessment, which would focus on the specific issue that has been raised, but may also involve gaining more background information via formal testing. Referrals for Specialist Teacher or Educational Psychologist (EP) may be made to the Sheila Ferrari Dyslexia Centre (SFDC). Avon House names the SFDC for pupils requiring specialist teacher assessment. Additional referrals may be made to Dr Claire Zabell, Chartered Educational Psychologist, for pupils who require an EP assessment; to Mrs Claire Crivon, our Speech and Language Therapist; Quality Independence, Occupational Therapist services or to the onsite school counsellor (Mrs Nutan Ramasamy) for children who require help with their emotional wellbeing. These services incur an additional cost which is normally met by the parent. The times of these lessons/sessions are arranged to fit the needs of the child.
- Registering these children on the Avon House SEND register. The child's special education need will be recorded under these broad categories:
  1. Communication and interaction
  2. Cognition and learning
  3. Social, mental and emotional health
  4. Sensory and/or physical needs
- Giving children additional small group support delivered by the learning support teachers.
- Issuing children with an Individual Outcome Plan to provide personalised targets for the child updated termly.
- Exam access arrangements will be made if standardised scores on specialist reports indicate it is necessary in line with JCQ regulations. These are printed in red on the IOP form and recorded on the school's provision mapping.

- In exceptional cases where the pupil has severe or very complex needs, a statutory assessment will be sought from the Local Educational Authority (LEA). This may lead to an Education, Health and Care Plan. Teachers and parents will be kept informed throughout the process.
- Bringing pupils' needs to the weekly staff briefing and raised under 'pupil concerns'.
- The involvement of the pupil at an early stage with parental permission so that he/she can be reassured about what is happening and can be involved in the target setting process.

### **Education, Health and Care Plan (EHC)**

If the school concludes that the pupil's needs are so substantial that they cannot be met within the school's resources or by reasonable funding by the parents, then a request for a statutory assessment will be made.

When the pupil has severe or very complex needs, an Education, Health and Care Plan is written by the Local Educational Authority (LEA). This is a legal process. If the LEA agrees to a Statutory Assessment of the pupil's needs, they seek advice from the parents, the school and their own team. After this assessment, the LEA may grant or refuse to write an EHC Plan (there is an appeals procedure). In this instance, it may be decided that Avon House will not be able to provide the best provision for the pupil and another school may be named on the EHC Plan.

The EHC Plan will say what additional support the pupil should receive and will be reviewed annually. A level of financial support may be given to provide some of the support.

### **Individual Outcome Plans (IOPs) and Provision Maps**

When a pupil has needs that fall outside the differentiated curriculum, specialist advice is given and an IOP is drawn up. New targets will be set, and reviewed termly. This process will involve the class teacher, Inclusion Lead, specialist(s), parents and the pupil. (See IOP for more details). At this stage the child will be placed on the school's SEND or Interim Register.

If a pupil progresses sufficiently, they will no longer need termly IOP meetings and parents will be notified of this. Their progress will be monitored through the school's provision mapping. Children who the school is aware of having learning differences, which have been diagnosed by a specialist but do not need an IOP, are on the school's SEND Register.

The purpose of the IOP is to:

- Inform of the child's profile.
- Inform teaching staff of the pupil's targets and methods to achieve them through differentiation according to pupil's ability.
- Involve the parents in the decision making and support.
- Involve the pupil in his or her learning.

The Avon House School's IOP will include:

- Basic information about the pupil and the specialist support that is being given.
- A 'Needs and Abilities' section which gives a snapshot of the pupil. This will be amended from time to time, as the needs of the pupil change. Class teachers, specialists, parents and pupils will have the opportunity to contribute to this section.
- Targets. The class teacher, specialist, parents, Inclusion Lead and the pupil set the targets between them based on the needs of the pupil. These may be academic and/or behavioural.
- Teaching strategies. This section shows how the targets may be met.
- Outcomes. This section will be completed by the Inclusion Lead and class teachers before the review meeting, so that parents and pupils can see what progress has been made towards the targets. (Targets will not always be completely met.)
- Access arrangements made for the pupil in class and in exams eg extra time, a scribe, use of a laptop, reader and/or rest breaks are at the bottom of the IOP in red.
- Signatures from parents, pupils and the Inclusion Lead.

The review will take place every term. Parents will be invited to a meeting chaired by the Inclusion Lead. The review will be completed and a new IOP will be drawn up, and issued to parents and all staff involved with the pupil.

The IOP should be discussed with the pupil (the class teacher or learning support assistant will do this) so that he/she knows what should be achieved by the next set date, and what strategies he/she can use to achieve the target. If a pupil achieves these targets before the next set date the class teacher will amend the targets and set new targets after consultation with the pupil and Inclusion Lead.

IOPs should be kept in the blue folders on the teacher's desk, so that they are constantly mindful of the needs of each pupil. However, they should be locked away at night. The class teacher should ensure that every member of staff working with the pupil is also aware of the pupil's needs.

A pupil's IOP is a confidential document and should not be seen by other pupils, or adults who are not involved in the pupil's education or welfare.

A complete set of IOPs are kept in the staff room.

### **Provision Mapping**

The purpose of a provision map is to provide 'at a glance' the range of provision that Avon House makes for pupils with special and other additional needs. It allows teachers to assess the difference the input is making and adjust it if necessary.

The Avon House School provision map will include:

- A list of pupils in each year group that have been identified as needing extra provision.
- The area or need that the pupil has.
- The intervention that the pupil receives.
- The amount of intervention received weekly.

The provision mapping is updated termly. New information is added to it in red throughout the term.

### **Inclusion**

- Avon House follows the ‘Assess, Plan, Do, Review’ model as set out in the Special Educational Needs and Disability Code of Practice.
- At Avon House it is ensured that pupils with special needs are fully integrated into the daily classroom routine with their peer group.
- Pupils with special needs and disabilities play and work confidently with other pupils and make a positive contribution.
- Activities and experiences are developed to raise the peer group’s awareness of positive images of disability and difference.
- Arrangements are made for additional adult support to enhance social interaction ie circle of friends, PHSEE lessons and guest speakers.
- Open-ended learning activities and experiences are planned to help all pupils to participate and learn.
- Alternative formats or additional equipment and resources are provided for particular pupils.
- Most teaching staff have attended the ‘Dyslexia Friendly Classroom’ inset.
- We recognize that children with SEND can sometimes face safeguarding challenges. The Inclusion Lead will ensure that any communication barriers or other difficulties are factored in to any decision.

### **Partnership with Parents at Avon House**

- Parents are encouraged to work closely with staff to support their children’s individual needs.
- Parents are provided with copies of their child’s IOP.
- Time is made to focus on discussion of the pupil’s strengths as well as their needs.
- It is ensured parents understand the graduated procedures of intervention. The different perspectives and needs of parents are respected.
- The Inclusion Lead and other staff ensure that there is consistent communication and consultation with parents.

### **Multi-agency Collaboration at Avon House**

The Inclusion Lead liaises with the SFDC and other outside agencies in order to facilitate information sharing, collaborative thinking and to develop good working relationships. This enables the complete needs of the pupil to be taken into account.

### **The voice of the child at Avon House**

Pupils are encouraged to participate in their learning by

- Adults and peers listening to their views
- Developing independence
- Involvement in identifying appropriate teaching and learning strategies
- Discussing their IOP targets

**Role of Inclusion Lead**  
**Niamh Delahunty**  
**BSc Hons, PGCE, SpLD Cert**

**Main duties:**

- To maintain the special needs register and High Learning Potential register.
- To develop and update the school's SEND policy, through consultation with school management and having regard to the Code of Practice.
- To oversee the day to day implementation of the school's SEND policy and High Learning Potential policy.
- To consult teachers, TAs, specialist and parents in drawing up and reviewing IOPs termly.
- To oversee the records of all pupils with SEND or identified barriers to learning, including specialist reports and minutes of meetings.
- To liaise with the Head Teacher when necessary and report at meetings when necessary.
- To liaise with and advise fellow teachers and keep them informed about SEND developments.
- To liaise with and advise parents of pupils with SEND.
- To liaise with Head of Sheila Ferrari Dyslexia Centre.
- To liaise with other specialists, including; Dyslexia Centre staff, pediatricians, Educational Psychologists, Speech and Language Therapists, Occupational Therapists and child counsellors.
- To liaise with external agencies, including; LEA officers and other support centres.
- To administer diagnostic tests when required.
- To carry out observations on pupils.
- To select, in consultation with teachers, suitable children for intervention groups.
- To carry out multisensory intervention groups within the school day.

**In addition, the Inclusion Lead should:**

- Consult with, and be advised by, other specialists.
- Give advice about further assessment, to staff and parents.
- Keep staff up to date with national developments in SEND policy and good practice.
- Arrange training for staff when required.
- To give advice on whole school policies and practices, where appropriate.

Reviewed September 2018 EW

Reviewed January 2019 EW

Reviewed December 2019 EW

Reviewed August 2020 EW

Reviewed August 2021 EW

Reviewed August 2022 ND

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