

Portway Primary School: Inclusion and SEND Policy

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1. OVERVIEW OF THE POLICY MANAGEMENT PROCESS

1.1. Document history

Date	Document title	Version
Oct 2016	Initial release as a policy separately applicable to Portway Primary School.	1.0
Dec 2019	Review by SEND team and updates made. Applicable to Portway Primary School.	2.0
Jan 2020	Ratified by the CEO and published	2.0
Sept 2023	Approved by the Local Governing Body and published	3.0
Sept 2024	Approved by the Local Governing Body and published	4.0

2. THE POLICY

2.1. Introduction

This is the Inclusion Policy for Portway Primary School. It describes the arrangements we make that are 'additional and different' for pupils with SEND. This information has been produced together with parents/carers and our children and young people. The policy takes into account statutory practice as detailed in the 'Special education needs and disability code of practice: 0 to 25 years'.

The following information outlines the support and provision pupils with SEND can expect at Portway Primary School.

2.2. Aim

At Portway Primary School we aim to:

- Meet the individual needs of every child within the school.
- Help each child to develop to their full potential and ensure they have equal access to a developmentally-appropriate curriculum.
- Support children not only in terms of academic achievement but also in their social, moral, spiritual and physical development.
- Promote equal opportunity regardless of race, gender, class or ability.
- Work in partnership with children, parents and carers, link schools, support services and the wider community to support personal development, resilience and life-long learning.
- Create a warm and friendly environment in which everyone feels safe, secure, valued, happy and able to achieve.
- Celebrate our children's achievements with others in a positive and supportive manner.

Detailed information of how we support children at our school who have a range of special educational needs is provided on the following pages.

2.3. How does the school know when a child has learning difficulties or special educational needs?

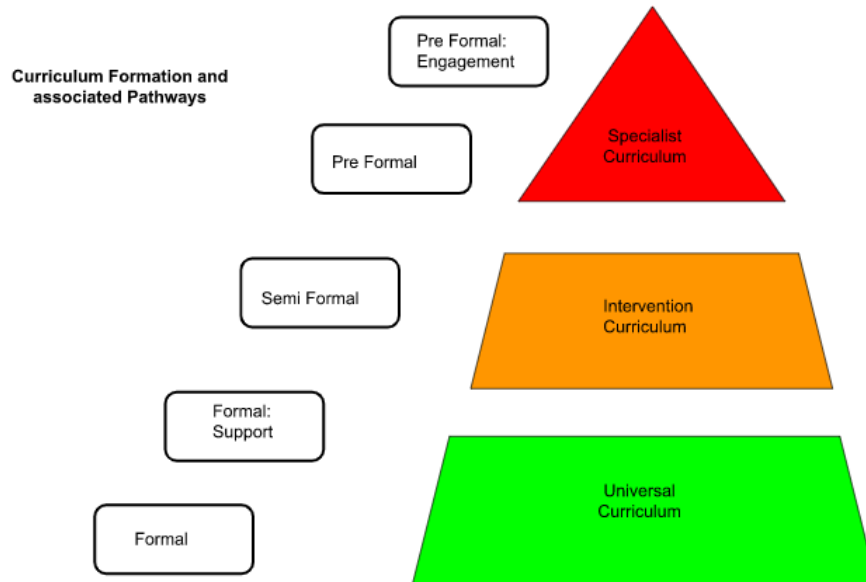
At Portway Primary School, children are identified as having a learning difficulty or a special educational need (SEND) through a variety of ways including the following:

- Liaison with previous school.
- Information gathered from home visits.
- Child performing below age expected levels – liaise with assessment lead.
- Concerns raised by parent / carer.
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance.
- Concerns raised by the Inclusion Team.
- Liaison with external agencies i.e. physical.
- Health diagnosis through paediatrician and other outside agencies.
- Speech and Language screening in Early Years

2.4. How is the curriculum matched to children's needs? In addition, how does the school approach differentiation in the classroom and how will that help my child?

- At Portway we have different pathways of support. These pathways will determine what curriculum and support your child will access.

Curriculum and Pathways at Portway



- Formal: For our students who are working on National Curriculum and whose needs are targeted through High Quality teaching.
- Formal-Support: For our student who are working on National Curriculum at age related expectations and require additionality through targeted interventions
- Semi-Formal: For our students beginning to work on National Curriculum but below age related expectations. These students need additionality in their maths, reading and writing as they are not meeting (Year1)age related expectations consistently.
- Pre-Formal: For our students working below National Curriculum standards. These students are working on a specialised curriculum.
- Pre-Formal-Engagement: For our students working below National Curriculum standards. These students are working on a specialised curriculum using the Engagement model.

For those on a Formal and Formal Support pathway, their class teachers plan for the children's levels, differentiating work to closely match children's ability and learning needs. For those on a Semi Formal pathway will have their mainstream work supplemented and supported by targeted interventions. Those on a pre-formal or pre-formal engagement pathway, will most likely access their learning in the school's Nurture Group and have access to a Specialist Teacher and curriculum.

2.5. How does the school know whether children are making progress?

At Portway Primary School, we measure children's progress in learning against national and age related expectations. In addition:

- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a trust, we track children's progress from entry at Nursery through to Year 6, using a variety of different methods including national expectations and measures of reading ages.
- Children who are not making expected progress are identified in Pupil Progress meetings with the class teacher and a member of the leadership team. In this meeting, a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents/carers will be informed.
- When the child's termly targets are reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Children accessing the intervention and specialist curriculum pathways will have additional assessments to measure progress toward specific targets. These targets may be specific to a particular intervention, or agreed in their support plans or EHC plans.

2.6. What opportunities will there be for me to discuss my child's progress?

- We offer an open-door policy where you are welcome at any time to make an appointment to meet with either the class teacher, Inclusion Leader or SENDCo and discuss how your child is getting on. We can offer advice and practical ways that you can use to help your child at home.
- We believe that your child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- Learner Conferences take place once a term.
- If your child receives higher needs funding or has an EHC plan an Annual

Review will be held annually.

- We can operate a home / school link book for identified children which your child will bring home regularly so that comments from parents and teacher can be shared and responded to when needed.

2.7. What arrangements does the school make to support children transferring from another school?

- We encourage all new children to visit the school prior to starting and they will be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We liaise closely with staff when receiving children from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- Children with medical needs will have a care plan put in place in liaison with the school nurse.
- Depending on the child's needs a staggered entry may be offered.

2.8. How will the school prepare and support children who are transferring to a new school?

- We attend all transition meetings arranged by the new school.
- We have a clear transition plan in place which will include visits, professional meetings and staff from the new school will visit us.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We write social stories with children if transition is potentially going to be difficult.

If your child has complex needs then a professionals' meeting will be used as a transition meeting during which we will invite staff from both schools and other agencies to attend.

2.9. How do we manage the transition to secondary school?

- We attend the borough transition meetings where we get the chance to meet staff from the new school.

- We arrange visits in the summer term to familiarise your child with the new environment.
- We arrange professionals' meetings to share information
- We arrange meetings for you to meet the new staff.
- If your child receives higher needs funding or has an EHC plan discussions will take place during annual reviews.
- Children in Year 6 with additional needs will generally access a transition support intervention group in the summer term.

2.10. How are decisions made about how much additional support individual children receive?

- The class teacher alongside the Inclusion team and Assessment Lead will discuss the child's needs and what support would be most appropriate.
- We listen to parent and pupil voice to make decisions about support given.
- Different children will require different levels of support in order to bridge the gap to achieve age-expected levels.
- Advice given from outside agencies.
- Support is reviewed termly.

2.11. How does the school know if the additional support is helping pupils to make progress?

- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels.
- By reviewing children's termly targets and ensuring they are being met.
- Verbal feedback from the teacher, parent/carer and child.
- Children may move off the SEND register when they have 'caught up' or made sufficient progress. And are no longer receiving additional or different provision

2.12. How are parents/carers informed about their child's needs and what support they are receiving?

- Learner Conferences

- Annual review meetings
- Professionals' meetings
- Letters or phone calls home to inform them of interventions

2.13. What expertise and training do the staff who support SEND children have?

- Staff receive training from professionals in implementing specific programmes such as speech and language and occupational therapy.
- All our support staff have had training in delivering reading and spelling / phonics programmes.
- Training is on-going throughout the year to address the needs of all our children for the whole staff team and/or for relevant individuals.
- A register of training is kept.

2.14. What specialist support or services does the school access for children with SEND?

- Our SENDCo is fully qualified and accredited.
- As a whole school, we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:
 - Learning Support Services;
 - Behaviour Support Services;
 - Health including – GPs, school nurse, clinical psychologist and Paediatricians;
 - Speech & language therapists;
 - Occupational therapists;
 - Educational Psychologists; and
 - Attendance Management Service.
- Specialist Education Support Service, including sensory Service, Complex Needs and Dyslexia Service and Language Communication and INteraction Service

2.15. How are classrooms and other areas of the school adapted to meet children's individual needs?

- The school site is wheelchair accessible with a disabled toilet.
- Where a site is arranged on an additional level, a lift is available, and an evacuation plan is in place where required.
- We have a hygiene room.
- Class teachers consider the impact of classroom environments on children with sensory needs and work to ensure classrooms are not overstimulating.
- Classrooms will generally have a calming area designed to support regulation.
- Areas and resources within classrooms are clearly labelled and key vocabulary displayed and regularly updated to support children with communication and language needs.
- The inclusion hub is purpose built with a sensory room and areas of learning designed to meet the needs of students accessing the specialist curriculum pathway.

2.16. What arrangements are made to support children with SEND taking part in after school activities outside the classroom, including school visits/residential?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school visits/residential. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised (our Educational Visits Policy provides further details). In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.
- In the case of residential visits for children with medical needs, a meeting will be held with parents prior to the visit and School Health team (if appropriate). Parents will be required to complete a form with information about the type of medical need and medication that needs to be administered. Parents will need to provide sufficient medication for the duration of the trip. If the student has more complex medical needs, the school will seek support from the School Health Team and other relevant professionals.

2.17. How does the school support children's overall well-being? What is the pastoral, medical and social support available in the school?

- Portway Primary School is part of Newham Community Learning, which has resources committed to the wellbeing of staff, children and parents (more information is available on the school website).
- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore the class teacher is the parents'/carers' first point of contact. If further support is required, the class teacher liaises with the Inclusion Team for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or th

Behaviour Support Services.

2.18. Roles and responsibilities of school staff

2.18.1. Assistant Headteacher for Inclusion and/or SENDCo

- Being a member of the Leadership Team and/or Management Team, actively contributing to the overall development of school policies and procedures.
- Monitoring the day-to-day operation of the Inclusion Policy.
- Raising whole school awareness of Inclusion through regular communication with all school staff.
- Overseeing the records of all pupils with SEND.
- Liaising with, advising and supporting all staff and pupils.
- Co-ordinating provision for pupils with SEND both internally and externally.
- Liaising with parents/carers, involving them in supporting their child and in understanding the policy.
- Identifying training needs and providing in-service training for all staff both teaching and non-teaching.
- Attending cluster meetings and disseminating information to school staff.
- Liaising with curriculum coordinators to identify appropriate assessments to give a clear picture of a pupil's current achievements and experiences.
- Ensuring that ongoing observation and assessment provide regular feedback to teachers and parents and that the outcomes of assessments form the basis for planning next steps of the pupil's learning.
- Co-ordinating the implementation of consistent approaches to behaviour management throughout the whole school (details of which are published in our Behaviour Policy, which is available on our website).
- Arranging and chairing meetings including annual reviews.
- Tracking the progress and achievement of cohorts of pupils in order to identify groups who may be underachieving and to plan SEND support to address the needs of these pupils.
- Liaising with the Inclusion Link members of the Local Governing Body.
- Building and maintaining links with feeder secondary schools.

- Ensuring transition between Key Stages EYFS, 1, 2 and 3 is planned according to individual pupil needs.
- Consulting with the Head teacher on allocation and use of SEND budget.
- Liaising with external agencies and LA officers.
- Keeping the Public Sector Equalities Duty information up to date, and ensuring that the school Accessibility Plan is accurate and workable, especially for disabled pupils. All this information is published on our school website.
- EHC and Early Notification Panel applications

2.18.2. Class Teacher

In order to create conditions conducive to successful learning in the diverse classroom, class teachers are expected to establish an environment that supports and enables this approach. Additional support will be provided by the Inclusion Team , Learning Support Assistants and outside agencies where appropriate. It is expected that teachers will:

- Adapt planning to include all children with SEND and additional needs. If necessary, they should draw on earlier objectives and use the children's learner profiles.
- Use different teaching strategies to address difficulties that children face and their varying learning styles.
- Familiarise themselves with the child's background and gather and collate relevant information.
- Involve and work with parents at all stages.
- Use the support of the Learning Support Assistant as and when required.
- Be aware of and use supporting material from external agencies.

2.18.3. Support staff

All of our support staff report to the Inclusion Lead. They also receive daily instruction from classroom teachers.

Support staff are an important part of the SEND child's school day. They will work closely with the child and build up a good relationship with them. Their role is fundamental in ensuring children make progress.

Support staff assist children through:

- explaining instructions,
- ensuring the pupil is able to use equipment and materials provided,
- motivating and encourage pupils,
- making and maintaining appropriate resources,
- Carrying out planned interventions
- meeting the child's physical needs whilst encouraging independence,
- supervising at break or lunchtimes if required,
- supporting medical requirements with training and voluntarily,
- contributing to annual reviews and planning meetings,
- taking part in weekly in-service training,
- maintaining records on their observations and the learning and understanding of the child with reference to the children's personalised targets and learner profiles, and
- working in a confident and professional manner at all times.

2.19. New admissions to Portway

All requests for admission to Portway will be dealt with according to the school and Borough's and Admissions Arrangements, which are published on our school website and are updated annually. We recognise that all children have an equal entitlement to entry to Portway.

The following points apply in all cases:

- When a new child is admitted to Portway we will follow a transition programme.
- New admissions will be invited to an Admissions Meeting with the School Office Manager and a member of the Inclusion Team to complete the relevant paperwork.
- An admissions form will be filled in by the parents/carers and the School Office Manager. Parents will be given help in filling in the form if they find it difficult.
- The Inclusion Lead will be informed of any child who is thought to have a special educational need or has been informed by the parent of additional needs.
- Records will be received/requested from the previous school. (If in the nursery, the Inclusion Lead and other agencies will make an observation and will be contacted if necessary).

- If a need is identified, a meeting will be held with the parents/carers to inform them of the need and provision being made for their child.
- External agencies will be contacted for advice if required.
- If a child has an EHCP, the local authority will consult with the Inclusion Team to ensure that their needs can be met with the provision Portway offers. Portway will respond in writing to the Local Authority as per statutory timelines and guidance.

2.20. Access arrangements

Our school has an Accessibility Plan which is updated annually and is published on our website. Key elements of our school's Accessibility Plan are described below.

Ramps and lifts are present at Portway Primary School for any child who has a disability, which affects their mobility.

Individual ramps are in place for specific children, as we work towards our aim of replacing the moveable ramps with permanent ones outside each classroom.

We have an additional space for SEND children to complete activities which will support their academic, social and physical development.

We have a hygiene room for children who need changing. This is located in a safe area where children can have privacy and not feel different or embarrassed.

Through our staff training and INSET, Portway are committed to improving and extending the skills of teaching and non-teaching staff.

2.21. The school site

Our site is now double storey, and comprises two separate buildings. There is full access throughout the building, provided by a lift where required. Individual evacuation plans are also in place where required.

We have a private Hygiene Room for changing as and when required.

We continue to improve our site, to enhance the learning experience of all our children.

2.22. Who should parents/carers contact if they have a complaint about the SEND provision in the school?

Parents and carers concerned about any aspect of their child's education at Portway Primary School should contact their child's class teacher, or, if the class teacher is not able to assist, the Inclusion Lead, or a member of the school's Leadership Team.

Should parents and carers have been through this process, and feel that their concerns have not been addressed, they should contact the Head teacher via the school office.

Should they feel that a meeting with the Head teacher has still not addressed their concern, they should review the school's Complaints Policy, which is available on the website.

2.23. For more information about the SEND provision at our school you can access the following documents on the school website:

- information about how the school complies with its duties under the Equalities Act 2010,
- our whole school provision map,
- our annual SEND Information report, and
- details of the school's pupil premium allocation and plans to spend it in the current year; and, for previous years, a statement of how the money was spent and the impact that it had on educational attainment of those pupils at the school in respect of whom grant funding was allocated.