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BROOKLAND NURSERY, INFANT AND JUNIOR SCHOOLS INCLUSION POLICY AND GUIDELINES FOR SPECIAL EDUCATIONAL NEEDS.

Approved Governors: January 2023

Rationale

At Brookland Infant, Nursery and Junior Schools, we believe that every child should have the best possible learning opportunities and we therefore promote inclusive practice. We recognise that some children may have particular special educational needs or disabilities and we take specific action to support and encourage those children within a caring environment.

We enable all children to participate fully in learning activities and experiences by providing a curriculum that responds to the individual development of each child. We work closely with parents/carers and outside agencies to monitor the child's progress carefully and we provide effective additional support to meet the child's needs.

Implementation of this policy

It is the responsibility of the SEN and Inclusion Leaders, Alison Gross (Infant and Nursery) and Danielle Lucas (Junior), supported by the Senior Leadership Teams and Governors of Brookland Infant, Nursery and Junior Schools to:

- Produce an Inclusion and Special Needs Policy and make it available to all parents/carers. This provides information on how children with special educational needs and disabilities are supported within the school.
- Ensure that all staff, including temporary teachers, student teachers and volunteers, are aware of the details of the policy.
- Be aware of the nature of 'special educational needs' and 'disabilities' in the context of both the Early Years Foundation Stage and Key Stages 1 and 2 provision and understand how statutory, national and local procedures apply in practice to children under 5 and to children up to, and including, 11 years of age.
- Ensure that our practice has 'due regard' to the SEN Code of Practice 2015.
- Identify the necessary provision and staff arrangements to meet the special needs of the children.
- The SEN and Inclusion Leader is responsible for supporting children with special educational needs and disabilities. She is familiar with the Code of Practice 2015 and the Special Needs and Disability Regulations. In addition, she is able to support other staff and make links with parents and other agencies.
- Set high but achievable targets for children with special educational needs and disabilities, involving all relevant school staff, the children themselves, their parents/carers and outside agencies (where appropriate).

- Liaise with organisations and agencies who are concerned with children’s special needs and disabilities.
- Ensure that staff have opportunities to undertake specialist training related to special needs, to improve and update their knowledge and understanding. This includes coaching, whole staff training, specific external training for individuals, training from other agencies or special schools.
- Make effective use of any available Local Authority funding and resources to meet the identified needs of our children with special educational needs and disabilities.

Following the SEN Code of Practice 2015

To pay ‘due regard’ to the Code of Practice, staff working with children with special educational needs and disabilities focus on the following:

- The views of the child and experience
- Early Identification and Intervention
- Inclusive Education
- The Physical Environment
- Partnership with Parents/Carers
- Multi-agency Collaboration

How we identify SEN

At different times in their school career, a child or young person may have a special educational need. The Code of Practice defines SEN as:

“A child or young person has SEN 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 or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream school or mainstream post-16 institutions.”

Early Identification and Intervention

- We make regular observations and assessments of all the children’s progress to enable early identification of children’s special educational needs and disabilities.
- We monitor the progress of all children including those with identified special educational needs and disabilities (on our e-profiles and Pupil Attainment Profiles) so that we can plan appropriate provision and support for these children.
- We share all reports on children’s progress with their parents/carers.
- We use a **graduated approach** (the Wave model) to identify and meet the children’s special educational needs and disabilities. This is in line with national and local procedures and involves a systematic cycle of assessment, planning, action and review known as ADPR as outlined in the Code of Practice 2015.
- Children identified as having Special Educational Needs will be added to the schools Profile of Concerns as ‘SEN Support’
 - *Wave 1:* effective inclusion of *all* children in high-quality daily literacy and mathematics lessons.
 - *Wave 2:* a Record of Concern is completed on individual children. There are small group interventions, focusing on literacy and mathematical skills, for children who can be

expected to 'catch up' with their peers as a result of the intervention. Children included in Wave 2 may already be SEN support for Behavioural, Emotional and Social Difficulties; Communication and Interaction Difficulties or Sensory and Physical Difficulties for which they are also receiving support.

- Wave 3: specific, targeted intervention for children identified as requiring support for their special educational needs. Children receiving Wave 3 support are placed at SEN support. Where the school makes a request for an EHC Plan to the LA, the child will show significant cause for concern.

- We record clear targets and strategies of development and progress in our Support Plans. Support Plans are regularly reviewed. School and families meet with the SEN and Inclusion Leader to review the progress made and to write new outcomes. Parents and pupils views are included in Support Plan.
- We use a range of strategies, as well as verbal communication, to involve the children with special educational needs and disabilities in setting and reviewing targets.
- At any stage, a child's needs may change over time and they may require more or less additional support.
- Where a child is at serious risk of exclusion, a Pastoral Support Plan or Behaviour Plan will be used. Please refer to the Behaviour Policy.
- We are fully committed to good liaison between educational phases and undertake to ensure that all records and relevant information about children coming to and leaving Brookland Infant, Nursery and Junior Schools are passed on to the receiving schools. In the same way, we strive to obtain information from our feeder nurseries and schools.
- The Schools follow the LA guidelines on Admissions Criteria: any child with an Education, Health Care Plan which specifically names the school, will have priority over all the other admissions.
- When a child is showing concerns with an area of learning for example Speech, Language, Communication Needs observations and assessment are made by the school, parents are informed and if the needs is significant and cannot be met through quality first teaching a referral will be made to the Child Development Clinic.

Inclusive Education

- We ensure that children with special educational needs and disabilities are involved, at their own level, in all activities alongside the other children in the indoor and outdoor classrooms, swimming pool and in the playgrounds.
- In order to make appropriate and effective provision or adaptations, we collect information from the child, staff, support staff, parents/carers and outside agencies (where appropriate) to find out about the children's area of needs:
 - Communication and Interaction difficulties
 - Cognition and Learning difficulties
 - Social, Emotional and Mental Health difficulties
 - Sensory (Vision or Hearing) and/or Physical difficulties
- We encourage and support children with special needs and disabilities to play and interact confidently with other children and to make a positive contribution.
- We develop activities and experiences to raise the other children's awareness of positive images of disability and difference.

- We plan a wide range of learning activities and experiences to help all the children to participate and learn. Where necessary, we differentiate some learning activities and experiences and may provide alternative formats or additional equipment and resources for particular children.
- We use a range of strategies to engage the children as they work and play and we provide learning activities to suit individual children's most effective style of learning.
- Each child's needs are planned for carefully and strategies developed to support the child learning and well-being, these may include learning breaks, access to sensory equipment and possibly a parallel curriculum.

Equal Opportunities

We are committed to working towards equality of opportunity in all aspects of school life and to reassuring children that they are valuable and worthy individuals. We encourage all children to respect and appreciate the value of different cultures.

The More Able Child/Gifted and Talented

We are committed to providing an environment in which all children are enabled to realise their potential. To ensure that all children receive an education appropriate to their abilities, more able children are identified and suitable learning challenges are provided and, in addition, it is recognised that some children with special educational needs and disabilities may have "Islets of Ability".

The Physical Environment

- We make reasonable adjustments and arrangements so that children with special educational needs and disabilities can access and participate in all areas of our school, both indoors and outdoors.
- We make every effort to organise appropriate space for the children's supported and independent movement.
- We ensure that children with special educational needs and disabilities have easy access to toilet and eating facilities.
- We arrange respectful privacy for children with special educational needs or disabilities at times of specific medical care or welfare.

Partnership with Parents/Carers

- We encourage parents/carers to work closely with staff to support their children's individual needs.
- We make time to focus on discussions of the children's strengths, as well as their difficulties.
- We check that the parents/carers understand the graduated procedures of intervention.
- We respect the different perspectives and needs of parents/carers.
- The SEN and Inclusion Leader and other staff ensure that there is regular communication and consultation with parents/carers.
- We consult with parents/carers about information that should be shared with others.
- We help parents/carers to access further information and support for their children.

Multi-Agency Collaboration

- The SEN and Inclusion Leader liaises with other supportive agencies to develop good working relationships.
- Information on relevant contacts and services is gathered to share with parents/carers and staff.

- We try to achieve a good relationship for information-sharing, collaboration and understanding with other professionals in order to take into account the complete needs of the child.
- We foster good links with our feeder schools to support the transition of children with special educational needs and disabilities from other nurseries to our Reception Year, from Year 2 to Year 3 and from Year 6 to Year 7.

Complaints

The arrangements for considering complaints with regard to provision for children with special educational needs or disabilities are (Please see our Complaints policy for more detail and timeframes):

- Parent/carers to discuss the matter with the Class Teacher and/or SEN and Inclusion Leader/or Curriculum Support Teachers
- Consult the Head Teacher
- Consult the Governor responsible for SEN/disabilities
- The matter to be referred to the Governing Body.
- The matter to be referred to the Local Authority/Disagreement Resolution/Tribunal.

Evaluation

The Inclusion and Special Educational Needs Policy is discussed annually. It is evaluated and updated by the whole staff. Changes may be necessary due to directives from the Government or Local Authority.

The Role of the SEN Governor

The designated Governor for SEN will be made aware of the number of children receiving SEN provision, the range of their needs and school trends in SEN, policy, procedures, practice and action planning. The Governing Body may liaise with outside agencies in matters where the school is unable to procure the help required.

Links to other policies and schemes

- Accessibility Policy and Action Plan
- Behaviour Policy
- SEN Information Report from Nursery and Infant and Junior School
- The Gifted and Talented Policy
- Transition Policy
- Complaints Policy

References

DfE (2015) Special Educational Needs and Disability code of Practice January 2015