



Inclusion, Special Educational Needs and Disability Policy

Last Review	June 2023	Next Review	June 2024
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Contents

1. Aims.....	3
2. Legislation and guidance.....	3
3. Definitions	3
4. Roles and responsibilities.....	4
4.1. Class teachers	4
4.2. Parents and Carers.....	4
4.3. The SENCO.....	4
4.4. The SEND governor.....	5
4.5. The Headteacher	5
5. SEN information report.....	6
5.1. The kinds of SEN that are provided for:.....	6
5.2. Identifying pupils with SEN and assessing their needs.....	6
5.3. Managing the needs of pupils on the SEN register	7
5.4. Assessing Children with SEN.....	7
5.5. Monitoring and evaluation of SEND and Inclusion	8
5.6. Supporting families of pupils with SEND.....	8
5.7. Graduated Approach	8
5.7.1. Graduated Approach – Step by step flowchart.....	10
6. Individual Learning Plans (ILPS).....	13
7. Statutory Assessment – Requesting and Educational, Health and Care Needs Assessment (EHCA)	14
7.1. What is an EHCP?.....	16
8. Complaints.....	16
9. Reviewing the policy	16

1. Aims

Our SEND policy and information report aims to:

- ✿ Create an environment that meets the special educational needs of each child so that they can achieve their learning potential and engage in activities alongside their peers.
- ✿ Ensure that all pupils, regardless of their specific needs or barriers are offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.
- ✿ Ensure that children identified as having Special Educational Needs are promptly and accurately assessed and their needs addressed appropriately.
- ✿ Target resources effectively.
- ✿ Monitor and evaluate the progress of children with SEND and the impact of interventions.
- ✿ Provide teachers with knowledge and strategies to differentiate accordingly through high quality first teaching and through Individual Learning Plans. (ILPs)
- ✿ Ensure a high level of staff expertise to meet pupil needs through well-targeted continuing professional development.
- ✿ Make clear the roles and responsibilities of all partners in the process of SEND support.
- ✿ Request, monitor and respond to parents/carers and pupils' views efficiently.
- ✿ Evidence high levels of confidence and partnership through the SEND support process
- ✿ Identify the roles and responsibilities of all staff in providing for children's special educational needs.
- ✿ Work in cooperation and productive partnerships with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of learners.
- ✿ Ensure children with medical conditions are fully supported and included in all school activities by ensuring consultation with health and social care professionals.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- ✿ Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- ✿ The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- ✿ The Equality Act 2010
This policy also complies with our funding agreement and articles of association.
- ✿ Wandsworth's Ordinarily Available Provision: Expectations for all Schools/Settings 2021

3. Definitions

A pupil has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- ✿ Significantly greater difficulty in learning than the majority of the others of the same age, or
- ✿ A disability that prevents or hinders them from using facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is an educational or training provision that is additional to, or different from, that generally made for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1. Class teachers

Each class teacher is responsible for:

- ✿ The progress and development of every child in their class through quality first teaching
- ✿ Differentiating and adapting the curriculum to meet the needs of all learners.
- ✿ Coordinating, organising and evaluating interventions based upon assessment for learning.
- ✿ Working closely with parents to discuss strengths and areas for development for children.
- ✿ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- ✿ Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- ✿ Having high expectations of children, to achieve despite their starting point.
- ✿ Ensuring they follow this Inclusion/SEND policy.

4.2. Parents and Carers

Parents and carers are responsible for:

- ✿ Raising concerns about their child's learning and progress with the class teacher as soon as possible.
- ✿ Communicating with the school in a timely manner and following the school's communication policy and parent code of conduct.
- ✿ Providing consent for referrals to external professionals.
- ✿ Providing evidence of any outside assessments or appointments.
- ✿ Delivering any support for their child in the home setting.
- ✿ Attending appointments and learning reviews.

4.3. The SENCO

The SENCO is Nicola Brown (inclusion@mjps.org.uk) and acting SENCO Maria Chappell (send@mjps.org.uk) They will:

- ✿ Work with the Headteacher and SEND governor to determine the strategic development of the Inclusion/SEND policy and provision in the school.
- ✿ Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.

- ✿ Have high expectations of children, to achieve despite their starting point.
- ✿ Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEND, including those who have EHC plans.
- ✿ Advise on the graduated approach to providing SEN support
- ✿ Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- ✿ Be the point of contact for external agencies, especially the local authority and its support services
- ✿ Liaise with parents with children with SEND (primarily Educational, Health and Care Plan Needs Assessment (EHCPNA) applications and children with an EHCP.

Liaise with educational providers to ensure that the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.

- ✿ Maintain the SEND register.
- ✿ Ensure the school keeps the records of all pupils with SEN up to date and complies with General Data Protection Regulation (GDPR).

The SENCO will be given sufficient time and resources to carry out these functions.

Further to this, the SENCO will:

- ✿ Facilitate and/or attend multi-disciplinary meetings where required.
- ✿ Liaise, monitor and work with the relevant persons to devise Individual Learning Plans (ILPS).
- ✿ Work closely with support staff, coordinating their timetables and responsibilities in collaboration with phase leaders
- ✿ Attend cluster meetings and gather information from the relevant persons related to the child to present the case at cluster meetings.
- ✿ Provide teachers with support and advice regarding positive behaviour management strategies for both individual children and the whole class
- ✿ Line manage, organise, monitor, and assess a variety of interventions that take place across the school such literacy, language and communication groups, life skills groups, social skills groups and any interventions that are taking place at any one time according to the needs of the children and the school.

4.4. The SEND governor

The SEN Governor will:

- ✿ Help to raise awareness of SEND issues at governing board meetings.
- ✿ Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- ✿ Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

4.5. The Headteacher

The Headteacher will:

- ✿ Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- ✿ Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5. SEN information report

5.1. The kinds of SEN that are provided for:

Our school currently provides additional and/or different provision for a range of needs, including:

- ✿ Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- ✿ Cognition and learning, for example, dyslexia, dyscalculia, dyspraxia
- ✿ Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- ✿ Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- ✿ Moderate/severe/profound and multiple learning difficulties
- ✿ Disabilities (long term health conditions) including but not limited to asthma, diabetes, epilepsy, and cancer.

5.2. Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils including those who start school with a diagnosis or with specialist support and identify those whose progress:

- ✿ Is significantly slower than that of their peers starting from the same baseline
- ✿ Fails to match or better the child's previous rate of progress
- ✿ Fails to close the attainment gap between the child and their peers
- ✿ Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Children's needs will be identified through tracking systems, assessment for learning, and day to day observation by the class teacher and/or school staff. These children may have requirements that can be met through differentiated teaching, small group work and/or catch up in school.

The progress of every child is monitored at termly pupil progress meetings. Children are identified as not making progress despite **Quality First Teaching** and are discussed with the leadership team and the SENCO and a plan of action is agreed upon.

5.3. Managing the needs of pupils on the SEN register

Pupils placed on the SEN register will have an Individual Learning Plan with targets/ outcomes in addition to other class-based curriculum targets. These SEND targets will be agreed by pupils (if possible), parents, class teachers and the SENCO. The class teacher is responsible for documenting and reviewing these targets in collaboration with parents on the school platform of Provision Map.

The SENCO is responsible for maintaining the SEND register with support from the Headteacher where necessary.

5.4. Assessing Children with SEN

Class teachers are continually aware of children's learning. Suppose they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances. In that case, they will seek to identify a cause.

Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, manifesting as detachment, emotional or behavioural difficulties.

Teachers must complete Initial concern forms, outlining their concerns and the strategies and support they have already tried. Teachers are required to update the provision map outlining the support the child has received.

Following this, the SENCO will carry out an Initial Concerns Observation and look at the provision map, the child's assessment data, and work. The SENCO will share their findings with the class teacher and/or phase leader.

The Class teacher will speak to the child's parents and arrange a meeting. The SENCO may be involved in this meeting.

There are termly inclusion meetings between class teachers and the SENCO. These provide an opportunity to discuss strategies to support children's needs and escalate any teachers' concerns.

Following this, children may be placed on the SEN register or may continue to be monitored. The SENCO may request further assessments and support from outside agencies.

Outside Agencies:

Other agencies can carry out formal assessments where staff do not have this expertise. For example, this could be the NHS speech and language therapist who will carry out assessments of language, the NHS occupational therapist, who help children who have difficulties carrying out day-to-day activities and the Wandsworth educational psychologist who carries out cognitive assessments.

Dyslexia assessments may be carried out to identify dyslexia after a 6-month specialist intervention in school. Referrals are made in line with Wandsworth's guidance.

Further to this, many other agencies we work with will support the assessment of children using non-standardised approaches. Reports will be written and shared with the school and parents.

5.5. Monitoring and evaluation of SEND and Inclusion

The SENCO and Senior Leadership Team (SLT) continually monitor provision and outcomes for pupils with SEN to ensure that all pupils with SEN experience success in their learning, achieve to the highest possible standard and are fully included in every area of school life. External monitoring is periodically requested to ensure quality provision for all pupils with SEN.

5.6. Supporting families of pupils with SEND

At Mosaic, we have a family ethos, and we strive to support our families in many ways. Our aim is to build strong relationships with open channels of communication. Please get in touch if you need support using the school office or our email addresses above.

Our school website contains a link to our SEN Information Report. This page provides parents with detailed information about how the school supports pupils with SEN. This section of the school website also contains a link to the Wandsworth Council Local Offer. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their local area and how to access them.

5.7. Graduated Approach

High-quality First Teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for the lack of high-quality teaching.

Where a pupil is identified as having SEND, the school will act to remove barriers to learning and put adequate special educational provisions in place. This SEND support takes a four-part cycle through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes.

This is known as the graduated approach. It draws on more detailed methods, more frequent reviews, and specialist expertise in successive cycles to match interventions to the SEND of children and young people. This is known as the 'Assess – Plan – Do – Review' cycle, which follows the SEN Code of Practice (2015) model.

1. Assess

The class teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's previous and current assessments and experience of the pupil and their

progress and attainment. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of the parents and the pupil. In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments.

2. Plan

Where it is decided to provide a pupil with SEND support, the teacher and the SENCo will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place. They will also agree on the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the pupil's SEN support plan. The types of provision we offer at Mosaic are identified in our SEND Information Report.

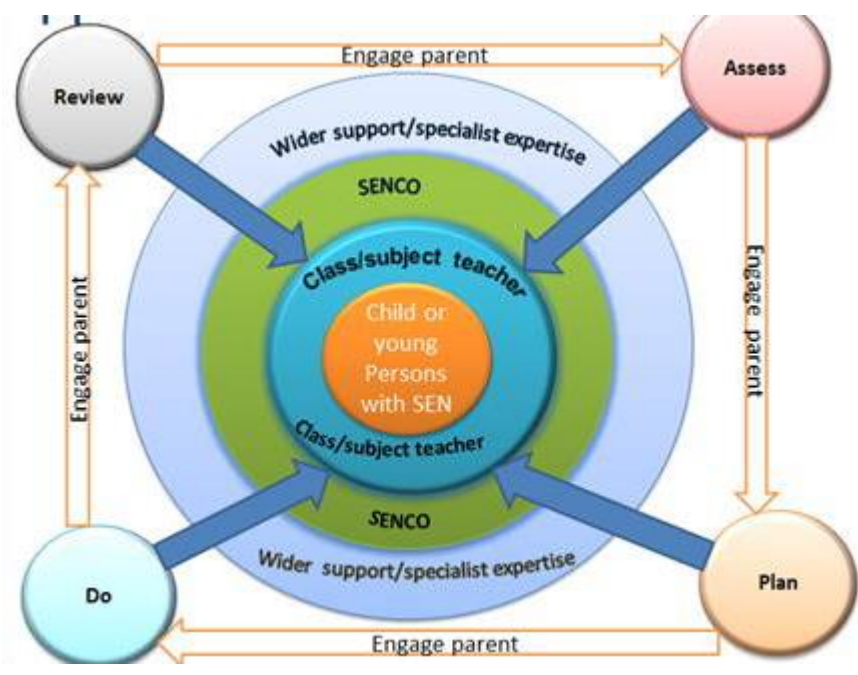
3. Do

The class teacher remains responsible for working with the child on a daily basis by providing high quality teaching, differentiated to suit the needs of the child. The class teacher also retains responsibility where the interventions involve group or one-to-one teaching away from the main class. The class teacher works closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

4. Review

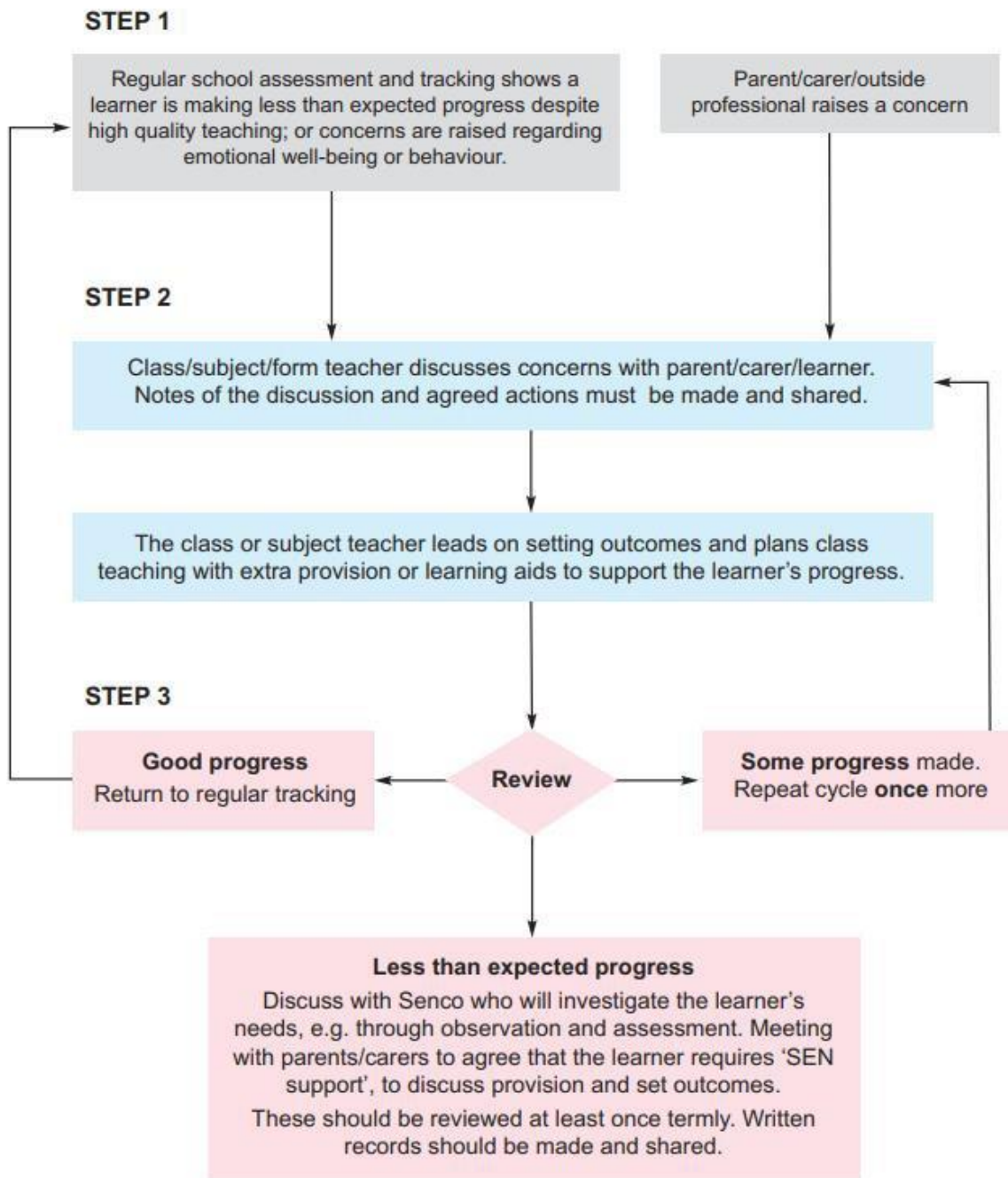
The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date (either on a half termly or termly basis depending on the child's level of need). The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents. This feeds back into the analysis of the pupil's needs. The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Involving Specialists Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies. The pupil's parents are always to be involved in any decision to involve specialists. The SENCo and class teacher, together with the specialists, and the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. The outcomes to be achieved through the support, including a date by which progress will be reviewed will be agreed on.

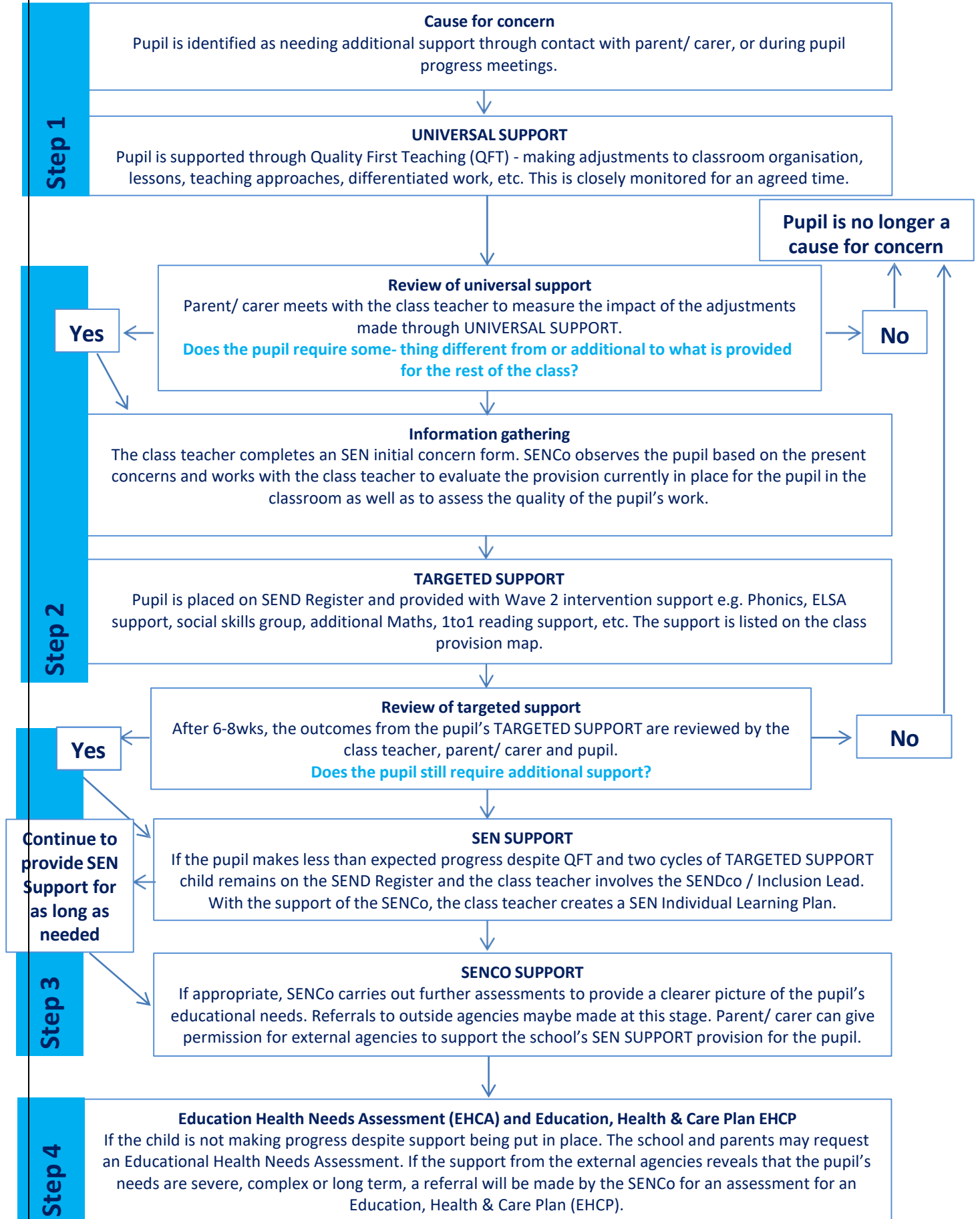


5.7.1. Graduated Approach – Step by step flowchart

Graduated approach to SEN Support (assess, plan, do, review)



Special Educational Needs Identification Process Mosaic Jewish Primary School



Examples of Step support and Interventions

<u>Quality first teaching, interventions and support (class-based)</u>	<u>Targeted Support (Phase based support)</u>	<u>Specialist support</u> In addition to or instead of support:
<ul style="list-style-type: none"> - One to one reading - Guided group work (1:6) for specific subjects - Small group phonics (1:3) - Pre teaching - Targeted questions - Differentiated classwork and homework - Reward systems to engage the children - Additional resources e.g. word mats, timers, talking tins, technology - Additional processing time - Celebratory routines golden moments, double dojos - Home school link developed - Check-ins with pupils - Circle time focuses (whole class) - Mosaic time targeted support - Emotions/self-esteem booklet - Gross and fine motor skill activities - Morning starters - Word Aware - Sensory corridor - Zones of Regulation - Social Stories - Mindfulness 	<p>In addition to or instead of Universal Support:</p> <ul style="list-style-type: none"> - 1:1 phonics - Guided group work (1:3) for specific subjects - Small groups (1:3) for phonics intervention - Pre teaching with family involvement - Differentiated homework with in school support offered - Catch-up Literacy - Catch-up Numeracy - 'Catch up' interventions devised in year groups. - Speech and Language small group intervention (1:3) - Additional resources e.g. assistive technology e.g. iPad – speech to text, translators, Clicker 8, Widget word mats, now and next timers, touch typing. - Additional processing time with regular adult check ins - Circle time focuses (Small group work) - Mosaic time targeted support - Emotional Literacy Support Assistant (ELSA) support - Gross and fine motor small group intervention (1:3) - Lego Therapy (1:3) - Precision Teaching (1:1) - Leitner-learning-system-visual (1:1) 	<ul style="list-style-type: none"> - SENCO Support - Speech and Language assessment and recommendations - OT Assessment and recommendations - Individual timetable - Specialist dyslexia programmes devised by specialists for individual children. - Social Interaction Group - Nurture group - Confidence group - 1:1 counselling - Play therapy - Therapeutic play - Group or individual support for those fearful of speaking. - Art Therapy - Vision and Hearing Impaired services -

All of the above support should be recorded on the child's profile on the provision map. The class teacher is responsible for keeping this up to date. Parents will have access to view the plan online.

Interventions are monitored termly by the school staff, senior leaders and SENCO to analyse their impact and effectiveness. Interventions should be time-limited and have entry and exit criteria and

data.

6. Individual Learning Plans (ILPS)

Mosaic Jewish Primary School currently has an online system for writing ILPs called provision map, which has some pre-written targets teachers can select from, or devise their own relevant outcomes for children to achieve.

Individual Learning Plans (ILPS) are written for a child when a need arises, which is additional or different from the differentiated curriculum in place as part of the provision for all children in their year group. These Individual Learning Plans are stored on an electronic system called Provision Map. Support will be documented on the provision map to show the graduated approach.

Individual Learning Plans (ILPS) could take any appropriate approach to provide

- ❁ different learning materials or special equipment
- ❁ some group or individual support
- ❁ devoted extra adult time

They could also lead to staff development and training to introduce more effective strategies

Guidance for writing Individual Learning Plans (ILPS)

Specific	Measurable	Achievable	Relevant	Time limited
Must relate to the child's individual needs	Targets should have criteria for success so that everybody knows when success has been reached	should be small graded steps to ensure success should build on what a child can already do	should relate to the child's individual needs consult parents to gain their views include child's views where possible	ILPS need to be reviewed termly a review date must be set (usually 6-8 weeks)

How often should Individual learning plans (ILPs) be created and reviewed?

- ❁ ILPs must be reviewed and written at least 3 times a year.
- ❁ ILPs must be reviewed with parents and children (and if needed with the SENCO), before a new one is written.
- ❁ A review pro forma allows school, parents, and child to comment upon the progress made with previous targets.
- ❁ Meetings should be arranged with parents. Each term, there will be review weeks. Parents and Carers with children in receipt of an EHCP will have additional consultations or an Annual Review.
- ❁ Parents and Carers should agree to the ILP.

Below is an example of the **Inclusion meeting arrangements**.

Autumn Term	
Weeks 1- 3 of the Autumn Term	Inclusion Meetings with the Class teacher Inclusion Meetings with Parents (EHCP Pupils) Inclusion Meeting with Parents (SEN Support)
Week 4 - 5 of the Autumn Term	New Individual Learning Plans to be sent home
Week 8 - 10 of the Autumn term	Parents Consultations and ILP reviews
Spring Term	
Weeks 3 -5 of the Spring Term	Inclusion Meetings with the Class teacher Inclusion Meetings with Parents (EHCP Pupils) Inclusion Meeting with Parents (SEN Support)
Week 4 - 5 of the Spring Term	New ILPs sent home
Summer Term	
Weeks 1- 3 of the Summer Term	ILP reviews Inclusion Meetings with the Class teacher Inclusion Meetings with Parents (EHCP Pupils) Inclusion Meeting with Parents (SEN Support)
Week 4 - 5 of the Summer Term	New Individual Learning Plans to be sent home
Week 8 - 10 of the Summer term	Parents Consultations and ILP reviews

7. Statutory Assessment – Requesting and Educational, Health and Care Needs Assessment (EHCNA)

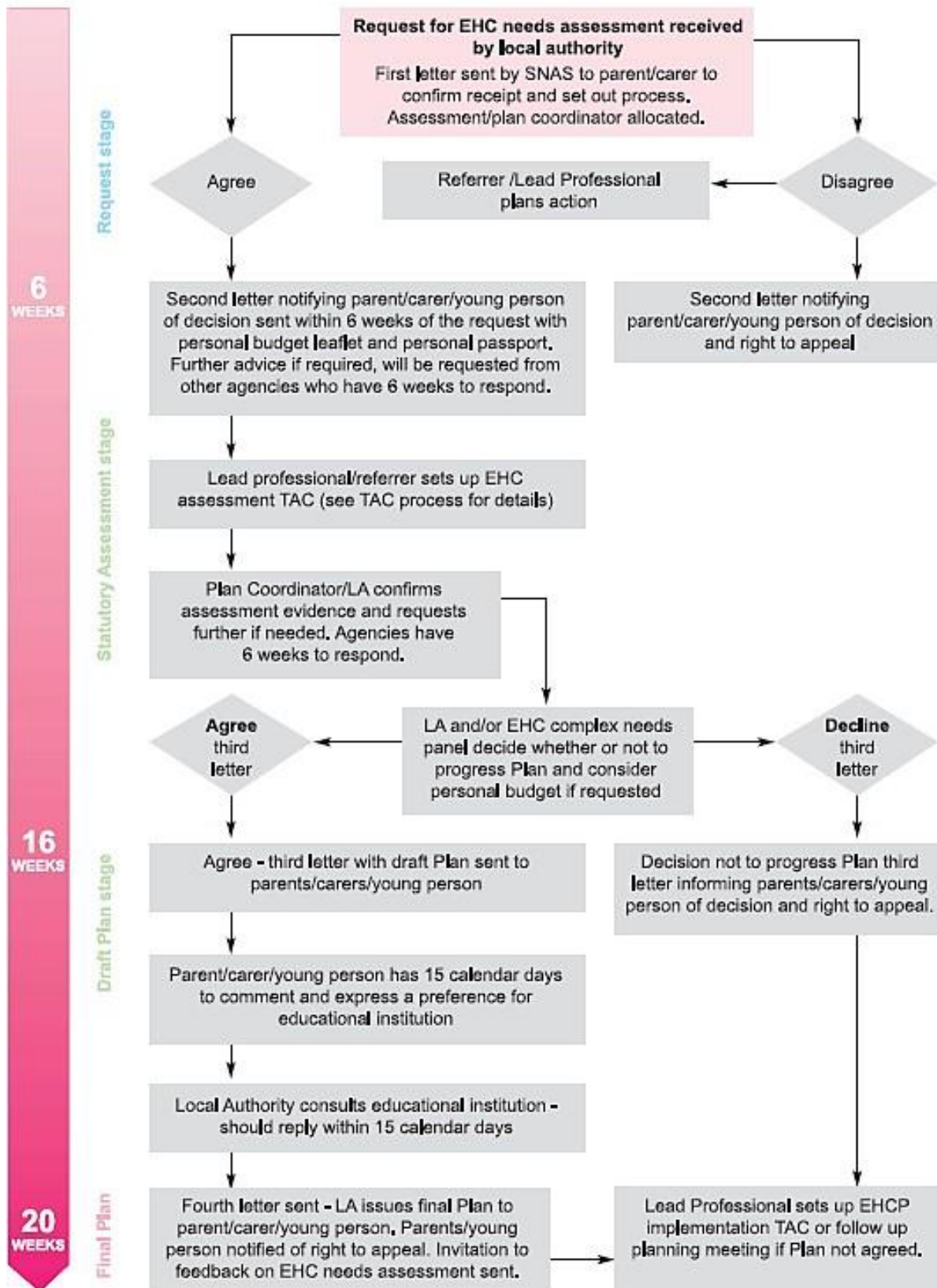
Parents can request an Education, Health and Care Needs Assessment if their child has a significant need for education, disability, health or social care, or a combination of these areas.

The school follows the SEND code of practice 2014 and will follow the procedure set out by the local authority where the child resides. As standard practice, this process is started after it can be demonstrated that the child has been part of two Assess, Plan, Do and Review processes.

As the school is located in Wandsworth and most pupils are Wandsworth residents, the school follows the below process.

Education, health and care needs assessment process and timescale

The process and statutory timescales for an EHC needs assessment are outlined below:



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Further information regarding Wandsworth processes can be found using this [link for Thrive Wandsworth](#).

7.1. What is an EHCP?

Children and young people with high levels of assessed need may be eligible for an Education, Health and Care Plan which takes into account the child or young person's special educational need, together with any health or social care needs that they may have.

Education, Health and Care (EHC) Plans are integrated support plans for children and young people with special educational needs and/or disabilities.

They are produced as part of a streamlined and coordinated multi-agency assessment process.

The EHC Plan will be co-produced with the child or young person, parents, carers and relevant professionals working across education, health and social care specialist services. Parents, carers, and young people will be supported through the plan production process to represent their views.

They are focused on:

- identifying and achieving outcomes
- helping children and young people into school, through school and
- preparing for adulthood.

EHC Plans:

- can last until a young person is 25 years of age if they are still in education or training
- will be required for all children and young people with special educational needs and/or disabilities who are placed in special school settings
- will replace the current 'Statement of Special Educational Needs' or the 'Learning Difficulty Assessment' from September 1st 2014

If parents and young people with an EHC plan do not agree with the support proposed to achieve the outcomes in the plan they will have the right to mediation, disagreement resolution services and, if issues remain unresolved, to the Special Educational Needs and Disability Tribunal.

[Family Information Service](#) 2023

8. Complaints

The school works wherever possible in close partnership with parents to ensure a collaborative approach to meeting pupil's needs. All complaints are taken seriously and are heard through the school's Complaints Policy and procedure.

9. Reviewing the policy

The SEN Policy is reviewed annually (or sooner in the event of revised legislation or guidance) by staff and the school's governing board.