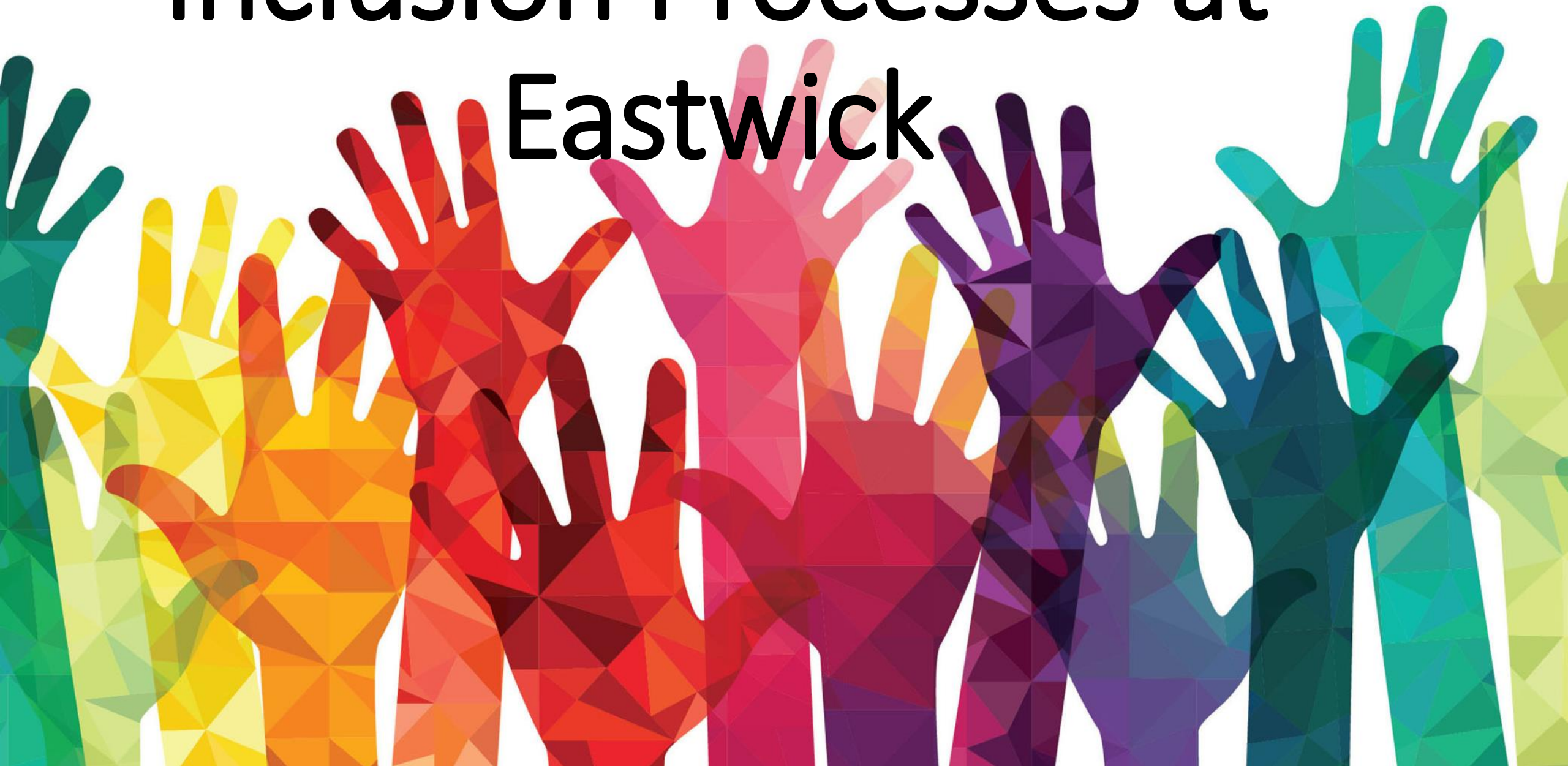
Inclusion Processes at Eastwick

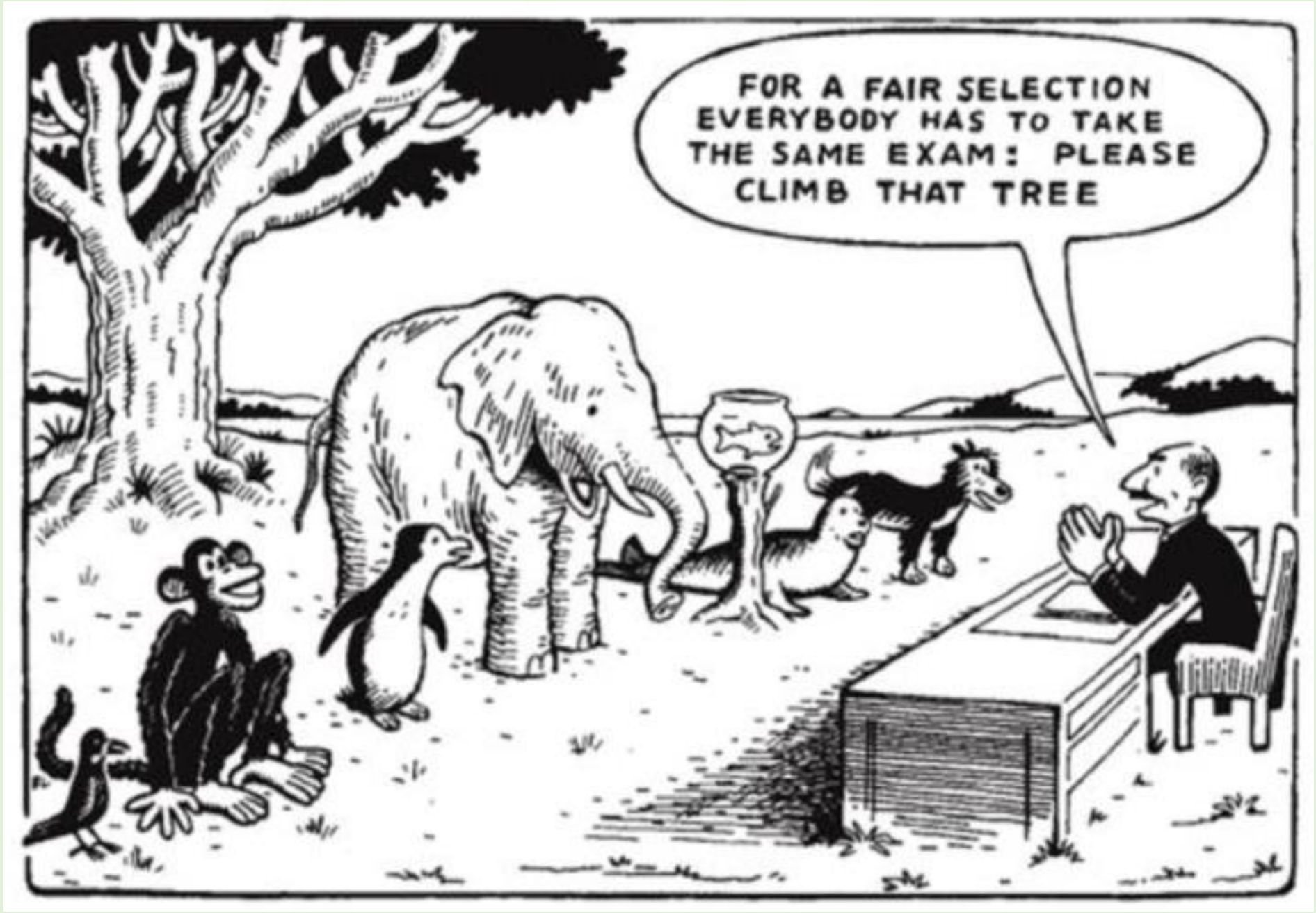


Aims

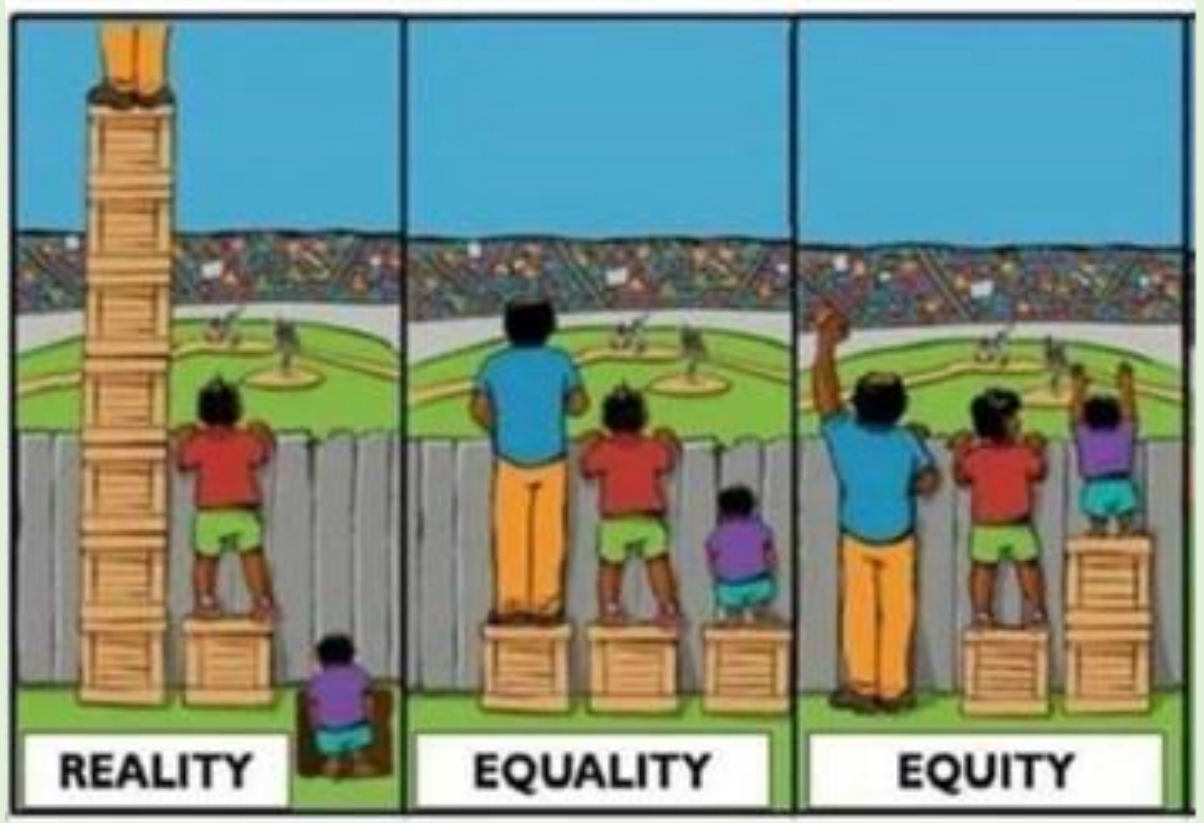
- To share the school's overall approach to inclusion and provision for pupils with special educational needs and/or disabilities.
- To introduce you to members of the inclusion team and share information related to their own roles.
- To share the different levels of provision, including the intervention process at the school.
- To discuss the question of EHCPs.
- To encourage parent input and feedback.

Inclusion Team Roles and Responsibilities

- Katherine Bletso – Inclusion Lead
- Liz Morgan – SENCO
- Lucy Martyn – SEND support and Dyslexia Champion
- Kate Southgate – KS1 and 2 Inclusion
- Juliet McCormick – EYFS Inclusion
- Charlotte Cobb – Pastoral Lead
- Carys Smith – Diversity champion
- Jack Lowe – LAC/PLAC champion/ Designated Teacher
- Ali Harding – Mental Health Champion
- Sandee Ward – SEN Mentor
- Angela Thomas and Emily Inge – Inclusion Admin


FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE

“Inclusion is a process that maximises the entitlement of all pupils to a broad, relevant and stimulating curriculum, which is delivered in the environment that will have the greatest impact on their learning and children have the opportunity to thrive and achieve whilst celebrating differences. All children feel a sense of belonging and are welcomed and valued. Equity recognises that each person has different circumstances and allocates the resources and opportunities needed to reach an equal outcome. All schools, whether special or mainstream, should reflect a culture in which ***the environment adapts to meet the needs of its pupils*** *and is provided with the resources to enable this to happen”.*



•We believe passionately in the importance of inclusion and equity for all and strive to ensure that these values are at the heart of our practice.

•We believe that a child feeling a sense of belonging is fundamental to enable all other progress and this, above all, will be prioritised at Eastwick.

•We will provide a holistic approach that emphasises the whole child and more than just their academic potential, to ensure we provide opportunities for all.

•Our starting point is to guarantee a progressive whole -school approach to providing for the needs of children with SEND, ensuring this is built upon each year.

•We believe that parents and carers are critical partners in ensuring the best outcomes for our pupils and so their involvement will be embraced in key decisions, as well as planning and reviewing progress.

•Early Identification is a key priority for the school; we know that the earlier we identify SEND and provide support, the more successful our children will be.

•We are committed to providing expert support and provision for children with SEND to fulfil their individual potential, ensuring we prepare children for the next stage in their education.

•All staff have the knowledge and skills to support all children, including those with SEND, throughout our school.

Defining Special Educational needs and/or disability

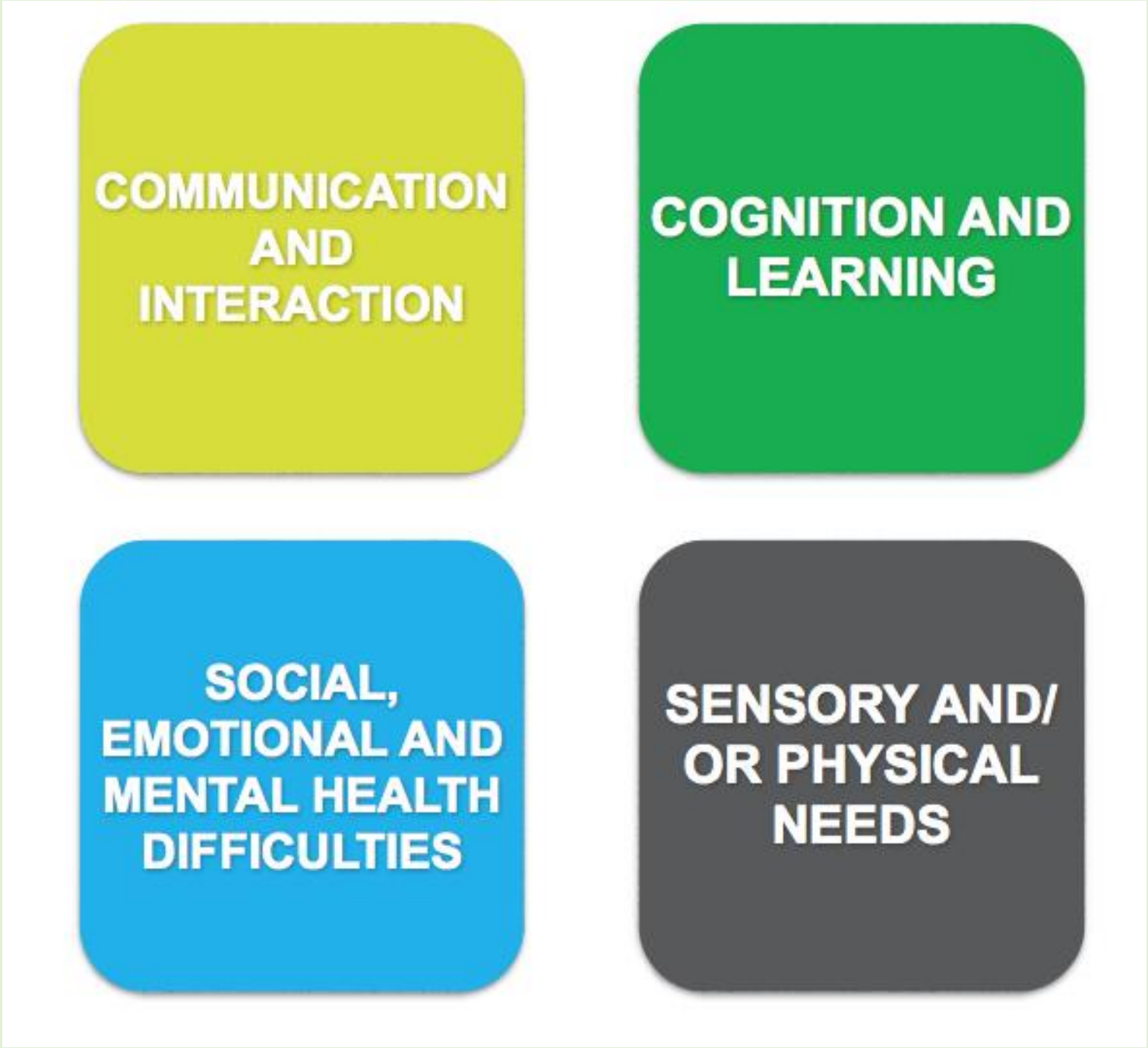
The SEND Code of Practice says…

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

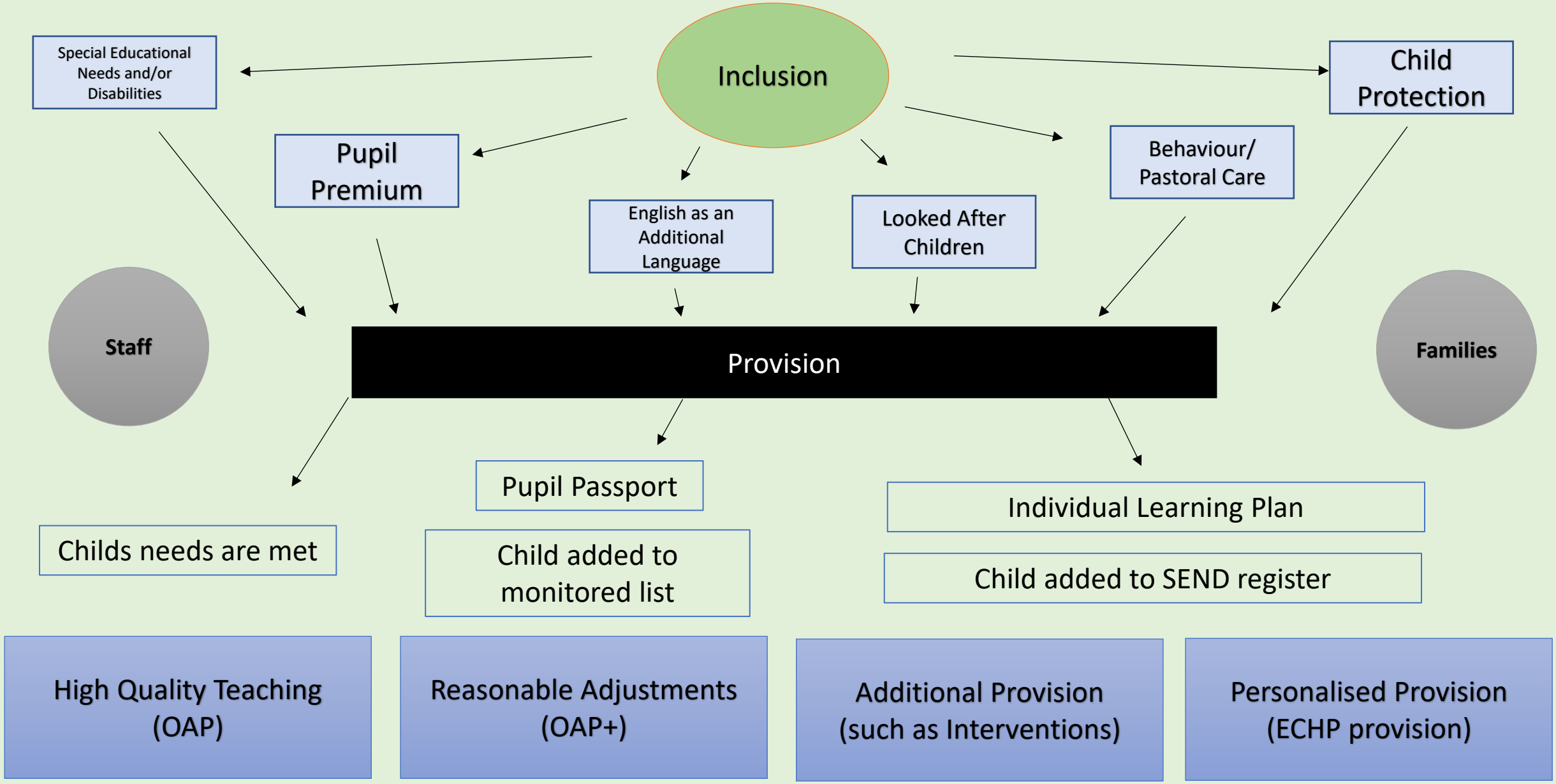
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Four areas of need…



Early Support

The benefits of early identification and interventions are well evidenced in research and are proven to have a positive impact on the long-term outcomes for children. If needs are identified early and the appropriate support is put in place and monitored most children will not require an EHC Needs Assessment or Plan.

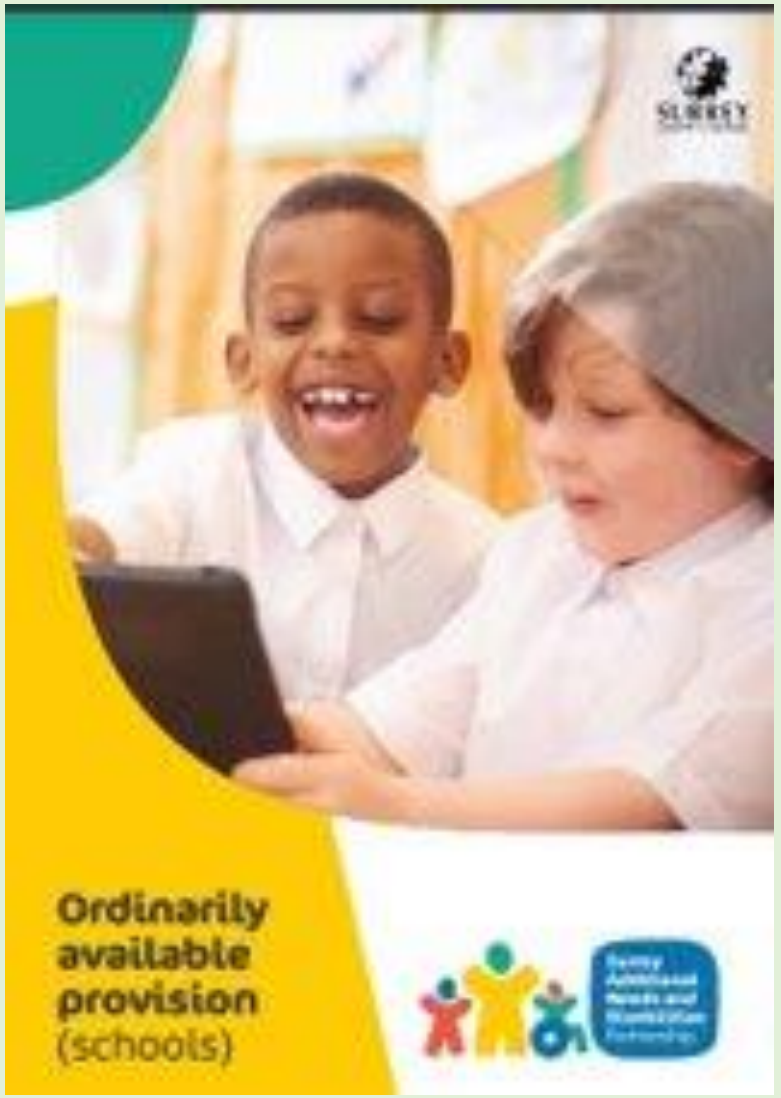


The different aspects of SEND support at Eastwick

Ordinarily Available Provision

The Surrey Ordinarily Available Provision offer ensures that all children and young people have access to the right support at the right time and includes provision linked to all four areas of primary need.

The term 'Ordinarily Available Provision' comes from the SEND Code of Practice and refers to the support that mainstream schools or settings are expected to provide for a child or young person through their agreed funding and resource arrangements.



The principles of the Ordinarily Available Offer are that:

- All pupils should have access to a broad and balanced curriculum.
- 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 planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

High Quality Teaching

Simplifying instructions

Pre teaching vocabulary

Visual cues

Backward chaining

Visual support incl daily timetables and instruction prompts

Chunking information

Peer talk strategies incl think, pair, share

Dyslexia friendly classrooms

Training for all staff on all aspects of SEND

Classroom positioning

All lessons to use metacognition skills

Use of calc corner and resources

Modelling

Scaffolds incl writing frames and word banks

Sentence stems and oracy strategies

Overlearning

Reasonable adjustments

Support substituting behaviours – e.g. time out card, fidget toy.

Use of coloured overlays/coloured pages in books

Access to screening tools

Use of physical adaptions – lift, ramps, toilets, writing slopes, rubber feet on furniture

Sensory Differences – use of chewellry, fidget toys, sensory “smelly” bag etc

Brain breaks

Precision Teaching

Additional Provision

Personalised Timetable

Own Workspace

1:1 Teacher or Support Staff support

Individual Provision Plans

External Agencies Involvement

Additional Internal Staff Involvement (e.g. inclusion Leader, ELSA, STA for Inclusion etc.)

Specific Interventions

Additional provision (interventions)

- **What is an intervention?**

- In this context, an Intervention is a planned set of taught/led activity based sessions that seek to develop a specific skill/set of skills.

- **It is not** an out of class alternative for a group of pupils of a similar ability.

- *This does not mean that pupils cannot work outside the classroom with a TA – it just means that this would not be considered an intervention and the differentiation reflected in class planning should account for these children rather than an intervention map/plan.*

Interventions that Eastwick use:

- Precision teaching
- Pre and post teaching
- Conferencing
- ELSA
- Colourful Semantics
- 1:1 reading
- Targeted spelling
- Little Wandle rapid catch up
- Sensory Circuits
- Nurture provision
- Lego Therapy
- The Alps
- Anxiety group
- Write from the start
- Timetables Rockstars
- Attention Bucket
- Speech and Language Link

The SEND register…

The SEND register is about…

Removing barriers to learning

If a pupil does not need SEND Support, they should not be on the SEND register.

Pupil Passport vs Individual Learning Plan (ILP)

Pupil Passport is for…

- Any child who requires support beyond the levels of provision that all children within the class require.
- Written in conjunction with the child
- Provides an outline of the provision some children require to meet their needs.
- A child does not have to be on the SEND register to have one
- Support good transition from one year to the next.

Individual Learning Plan (ILP) is for…

- Identifying additional targets and provision that go above and beyond the OAP.
- Provides SMART targets for the child to work towards in school and with the support of parents.
- Are for all children who are on the SEND register.
- Follows the plan do review cycle

ILPs - Assess, Plan, Do, Review cycle

Assess - carry out a clear analysis of the pupil's needs and remain responsive to how the pupil responds.

Plan – involve the child and parents. All school staff should be aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required for the individual.

Do – the class teacher or subject teacher should remain responsible for working with the child daily. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses in problem solving and the effective implementation of support.

Review – progress should be reviewed regularly, involving the parents and where appropriate the child. Progress should be assessed based on what is working well, not working well and what actions can be undertaken to address the deficit.

Beyond OAP

- If we cannot provide the level of support needed through the OAP then we would be discussing what additional support your child would need.
- Exploring the possibility of your child being added to the SEND register.
- Liaising with external agencies to provide additional support and guidance
- Completing an Individual Learning Plan (ILP)
- Completing a minimum of 3 cycles of assess, plan, do, review
- Discussing the EHCNA process with you
- Gathering evidence

The EHCNA process

Educational Health Care Needs Assessment

Process used if school and parents believe that a child requires higher levels of support than the school can provide or additional funding is required to ensure the levels of support required can be provided.

A discussion between the school and parents as to whether an Educational Heath Care Plan (EHCP) would support the needs of the child.

Expectation of exploring all agencies and advice before applying.

Expectation of a minimum of 3 cycles of plan do review

An EHCP (Education, Health and Care Plan)

- Is a legal document
- It sets out the strengths, needs and special educational provision required for the child
- Records up to 8 outcomes for the child to achieve before the end of key stage
- Provides funding in order for the school to resource the provision. There are 5 funding bands: T1, T2, E1, E2 and Bespoke. The lowest level of funding is in the region of £1,614 pa to a max of £10,000+ pa

How L-SPA decide on securing EHC needs Assessment

- Whether the education provider has fully utilised the Ordinarily Available Provision core offer and sought advice and support from specialist services where necessary.
- That despite relevant, purposeful, evidence-based support as detailed in the Ordinarily Available Provision guidance and making reasonable adjustments in accordance with universal legislation, it is not possible to meet the special educational needs within existing resources allocated in accordance with Element 2 of the SEND notional budget allocated to the school or setting.
- That despite consistent application of High-Quality teaching and appropriate, focused additional support the child/young person is not making anticipated progress over time.
- Evidence that the school or setting has made every effort to identify special educational needs and put in place SEND Support arrangements in accordance with their duties as set out in Chapter 6 of the SEND Code of Practice 2015.
- The provider has monitored the impact of any SEND Support strategies over time and done so in collaboration with the parent/carer and if appropriate the young person. It is expected that all children/young people's progress is regularly assessed and monitored.
    - That the strategies in place as part of the SEND Support arrangements are relevant, purposeful, and evidence-based and are linked to person centred outcomes.
    - Whether there is evidence that a child or young person has SEN that requires them to access provision that is additional to or different from that which is made for the majority of others of the same age.
    - The severity, complexity, and long-term nature of the SEN
    - Whether the severity of child/young person's difficulties will prevent them accessing learning and if so which areas of learning will be impacted.

What next?

- Where are you on the journey?
- What type of support does your child need?
- How can we work together to ensure that your child is best supported?
- How can we build relationships for families with each other?
- How does the journey continue?