

# Inclusion Policy and SEND Policy

## Riverside Academy



'Learning together, achieving excellence'

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Autumn Term 2024

Review Date Summer Term 2025

Shared/Academy Policies

## **Inclusion at Riverside Academy**

At Riverside Academy, we learn together to achieve excellence, aiming to offer an outstanding and inclusive bespoke curriculum. In our school we aim to offer challenging and engaging learning opportunities to all our children whatever their ability or needs. We have high expectations of all our children; we look for ways to support them as an individual, preparing them for a successful, fulfilling future. We want all our children to feel that they are a valued part of our school community. Furthermore, we work alongside parents and carers to ensure they are involved in all aspects of their child's learning.

By looking at academic progress across the school, we can identify groups of learners, including more able children, children for whom English is an additional language, vulnerable children and those with specific educational needs. We can then design adaptations to provision and/or targeted support that reduces barriers to learning and extends and challenges pupils according to their ability.

### **Inclusion policies include:**

- SEND Policy
- English as an Additional Language Policy
- Accessibility Policy

These policies should be read in conjunction with the Teaching and Learning Policy, Safeguarding Policy, Positive Behaviour Management Policy and Equality Policy.

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## **Policy for Special Educational Needs**

### **Principles and Aims**

We at Riverside Academy are committed to meeting the special educational needs of pupils, fulfilling the statutory standards outlined by the Children and Families act and the Special Educational Needs and Disability Code of Practice. The principles of this Code are a framework for professional practice in our school.

Our Aims:

- To create an environment that meets the educational needs of each child.
- To ensure that the educational needs of all children are identified early, assessed accurately and effective provision implemented and rigorously monitored to ensure strong progress for all.
- To make clear the expectations of all partners in the process.
- To enable all children to have full access to all elements of the school curriculum.
- To ensure that children, parents and school all work together as equal partners.
- To ensure that our children and parents are active participants in any decision to support the children on their learning journey.
- To promote close co-operation between all agencies and professionals.

### **Roles and Responsibilities**

At Riverside we have a collaborative whole school policy. The Headteacher and Governors have overall responsibility for SEND provision within the school and a SEND team are responsible for the day-to-day operation of this policy. Class teachers are responsible for meeting the individual needs of SEND children and they are supported by Learning Mentors and Teaching Assistants.

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**Headteacher – Beccy Payne**  
Overall responsibility

**Governor – Jane Bell**  
Ensures adequate funding for SEND. Meets with SEND team to review SEND Action Plan annually.

**SEND Team**

**SENCo Member of Senior Leadership Team –  
Andy Holley**

Termly meeting with class teachers and providing tracking and analysis.  
Responsible for liaising with all practitioners, parents, and external agencies.  
Managing the SEND register.  
Coordination provision for all children with SEND (maintaining provision mapping).  
Collecting and maintaining pupil records.  
Termly meetings with parents of children on SEND register.  
Professional lead at Annual EHCP Reviews.

**Alison Kemp (Early Intervention Service  
Specialist Teacher)**

Professional observations and assessments of identified children.  
Providing reports and advice for all practitioners to action.  
Responsible for liaising with all practitioners, parents, and external agencies.

**Class Teacher**

Identifying and planning appropriately for pupils with SEND. Overseeing the provision for all pupils in their class including those with out of class provision.

Maintaining graduated approach of Asses/Plan/Do/Review for identified children.

Monitoring, recording and evaluating pupil progress.

Attending termly progress meetings for all pupils on the SEND register.

Liaising with the SEND team, parents and support staff

**Learning Mentors/ Teaching Assistants**

Under the direction of the class teacher(s) and SEND Team:

Provide support for individual children or in small groups.

Provide record keeping for interventions they deliver.

Contributing to reviews in collaboration with the class teacher.

Carrying out observations of children they support.

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## **Identification, Assessment and Provision**

As instructed in the Special Educational Needs and Disability Code of Practice, Chapter 6 6:15, Riverside Academy identifies children as having special educational needs, "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely, provision that is different from or additional to that normally available to pupils of the same age.

Riverside Academy seeks to identify pupils with special educational needs as early as possible in order to provide quality early intervention to reduce barriers to learning and maximise the progress and achievement of all pupils.

## **SEND PROVISION**

### **QUALITY FIRST TEACHING**

All pupils in a class receive reasonable adjustments in high quality first teaching and appropriate adaptations to the curriculum. Staff seek to ensure that the learning environments are inclusive e.g. communication friendly, use of practical tasks, access to visual aids, interactive displays and provide targeted individual and group interventions to address specific learning needs.

### **KEY MARGINAL PUPILS**

Pupils who are just below the expected level for their age, but could, with support, make significant progress to catch up are provided with Teacher/Teaching assistant focus in QFT and small group interventions. This provision is identified as Targeted Support on the provision map.

### **TARGETED SUPPORT**

If a child is experiencing significant difficulties in one or more area of the curriculum and has not responded to QFT, Teacher focus and small group interventions, they should be placed at Targeted Support on the SEND register following parental permission. Additional targeted support will be provided by a teaching assistant or teacher and recorded on the provision map. Progress will be reviewed termly with the class teacher either at a parent meeting and SEND review.

### **HIGHER NEEDS SUPPORT**

Where a child is not making sufficient progress and/or appears to have a specific difficulty that would benefit from the support of an external agency, they should be moved to Higher Needs Support. Following parental consent, a referral is made to an outside agency, who may complete assessments, offer advice and/or provide direct support. Progress will be reviewed termly alongside parents in a SEND review where external agencies will be invited to contribute.

### **STATUTORY ASSESSMENT**

At times, a child will still not make adequate progress, despite receiving a range of additional support with the advice of external agencies. If the school are significantly concerned, they can refer the child to the Educational Psychologist who will determine if statutory assessment is appropriate. If so, the school can refer the pupil to the LA who will make the decision about whether to go ahead with statutory assessment. This process can take up to 6 months.

### **Education, Health and Care plan**

If the SEND panel agree to statutory assessment, outside agency specialists and the school will be consulted. This will may lead to an Education, Health and Care Plan being written. Additional funding may be provided to the school to pay for specific additional support such as staffing or equipment. Alternatively, if it is felt an EHC Plan is not required, a Provision Summary will be written which will also provide guidance and strategies with regards to how the pupil's Special Educational Needs can be met within the school's universal provision.

## **STAGES OF THE SEN REGISTER – MORE DETAIL**

All pupils receive 'Quality First Teaching' and adaptations to the curriculum to meet the variety of needs within the classroom. This means that the teachers at Riverside Academy make reasonable adjustments to meet all the different learning styles and needs in the classroom. In addition to this, individual and group interventions provide extra support to those children who may need a more focused approach. The school has a detailed provision map where pupil outcomes are reviewed termly and shared with all staff. This is used to record the interventions, details who delivers them, what programme they are using and the frequency of this intervention/programme of support. The summative impact of these interventions/programmes of support are evaluated termly following pupil tracking analysis and adapted accordingly.

Regular Pupil Progress Meetings are held involving the assessment co-ordinator and class teacher to monitor and review class data. These meetings involve a collaborative discussion about individual pupil's progress and identify any children that are not making the expected progress. Actions are then put in place to support these children ensuring that they reach their full potential and are getting the necessary provision and support.

If a child's progress is significantly slower than that of their peers starting from the same baseline and/or fails to match or better the child's previous rate of progress, despite Quality First Teaching and focused support, it is important that they receive additional help. The class teacher will liaise with the SEND team and parents, to discuss placing the child on the Special Educational Needs Register at one of two stages:

### **Targeted Support/Early Years Targeted Support:**

At Targeted Support or Early Years Targeted Support (for pupils in the Foundation Stage), a pupil will receive interventions/programs of support towards specific outcomes designed by the Class Teacher, Learning Mentor, Teaching Assistant and the SEND team as necessary. This is recorded on the class's provision map and this information is shared with parents or carers a minimum of once a term in a SEND review. The child's views are sought, and they attend each meeting. Working alongside professionals from outside agencies, the SEND team and practitioners provide a range of bespoke interventions and set appropriate outcomes.

### **Higher Needs Support/ Early Years Higher Need Support:**

If a child continues to make little or no progress at Targeted Support or if they are identified as requiring external advice (e.g. a health need), the SENCO will contact outside agencies using the agreed referral process for that agency. Outside agencies include specialists such as Educational Psychology (EP), Specialist

Teaching Service (STS), Early Intervention Service (EIS), Warwickshire School Health and Wellbeing Service (Compass), Speech and Language Therapy (SALT), Integrated Disability Service (IDS), Physiotherapy/Occupational Therapy and the Children's Mental Health and Emotional Well-being Service (RISE). The professionals consulted will provide strategies to support the child's individual needs, assessments and sometimes direct support.

Class teachers review Class Provision Maps half-termly and evaluate how successful specific interventions/programs of support have been in moving pupils towards specific outcomes. New outcomes are added to the Class Provision Map in light of this evaluation. Regular monitoring of ongoing SEND provision by the SEND Team also takes place, and provision may be adapted considering feedback from this monitoring. The SEND Team maintains an overview of all provision for pupils with SEND and undertakes analysis of the impact of SEND provision half termly.

### **Statutory Assessment:**

At times, a child makes limited progress despite receiving a high level of intervention and individualised provision. At this point, the school may refer to the Educational Psychologist who will determine if statutory assessment is appropriate. If they feel it is, an application is made to the Local Authority (LA). If the request is accepted, the LA will seek further specialist, professional advice, and gather the views of the parents. On the basis of this multi-disciplinary assessment, the LA decides whether or not to issue an Education, Health and Care Plan (EHCP), which provides the child and parents with a legal entitlement to the provision documented in the plan. This may result in additional funding which can be used by the school to buy specialist equipment or provide extra staffing.

As part of the monitoring of Special Educational Needs, person centred EHCP's are reviewed annually by the child, SEND team, parents and other professionals involved, ensuring the needs of the child continue to be met by the school.

### **Transition Arrangements:**

Before a pupil starts at Riverside Academy, the Nursery or Reception teacher will conduct home visits and any special concerns about particular needs will be brought to the attention of the SEND Team. Riverside Academy has developed good relationships with early years' health professionals so that appropriate adjustments can be made. When children join Riverside Academy from another school, the SEND Team gathers relevant details about any SEND needs from the parents and the previous school. Where necessary, the SEND Team will arrange meetings with the parents and class teachers to ensure a smooth transition.

Children transferring from Riverside Academy to a new school will have their SEND records sent on and where possible, the SEND Team will contact the new school to



discuss individual pupil's needs in greater detail. At point of transfer to the secondary school, information is shared regarding vulnerable pupils and SEND records are sent. The SENCO for the receiving school will be invited to the child's SEND review or annual review in the summer term. Pupils are automatically provided with opportunities to visit their new school on Transition Day as well as through regular school visits. Additional familiarisation visits are arranged for pupils with SEND who may find the transition more challenging than others. Pupils with an EHCP in Year six will have an early annual review in the autumn term and the prospective secondary school SENCo will be invited to attend to further support transition.

The Year 6 teaching staff ensure that children are prepared for the transition through the delivery of specific transition programmes during the summer term.

### **Access to the full life of the school**

At Riverside Academy, we aim to provide a highly inclusive curriculum providing a high level of differentiation and adaptation where appropriate.

### **Accessibility**

Riverside has an up-to-date accessibility plan which is reviewed on a bi-annual basis. All classrooms have external ramps for disabled access and although there are stairs in school, all areas can be reached by wheelchairs. There are currently no hearing loops within the school building, but these would be installed if a pupil required this equipment. Adaptations are made where pupils have specific needs such as changes to blinds where pupils have visual impairments and rooms are adapted to best meet the needs of specific pupils e.g. low arousal rooms.

Staff ensure that there is good use of visual aids to scaffold pupils with their learning and pupils are encouraged to reflect on which tools support them best. The school follows the expert advice of external agencies to ensure that pupils with physical, communication and learning needs have the necessary equipment and are taught the appropriate strategies to develop their skills. The school's interventions include recommended exercises from physiotherapy and speech therapy. Writing slopes, orthopaedic cushions, pencil grips and other equipment have all been purchased in response to advice from medical professionals.

For full details see the school's accessibility policy.

### **End of Key Stage Assessments**

Where possible, pupils are included in all of the school activities and entered for assessments. However, where a child has significant learning difficulties, the following adaptations may be made considering both the child and parents' views:

- Use of a scribe or reader.

- Trusted adult to act as a prompter
- Adaptation to the test materials – enlarging or access to Braille where appropriate.
- Provision of additional time.
- Access to quiet room.
- Disapplication – where the pupil is given a lower-level National Curriculum assessment than the KS 2 SAT.

### **School Trips/ Swimming/ Clubs**

All pupils are invited to join in school trips. Where necessary, additional staffing and an individual risk assessment may be required to ensure the safety of all pupils. For some children, pre-visits may be encouraged to minimise anxiety about visiting a new place. On rare occasions, an alternative activity may be provided if a pupil's attendance on a school trip imposes a significant risk to their safety or that of others.

All pupils are able to access the school-based clubs and additional adult support can be provided if necessary. This is up to the pupil, parents and school's discretion.

### **Resources**

The Head and Senior Leadership Team are responsible for financial decision making regarding supporting vulnerable pupils. They use the Pupil Premium and EHCP funding to ensure that the provision is effective in raising attainment and providing value for money, establishing the effectiveness of interventions through rigorous monitoring and evaluation.

This funding is used to purchase staffing, training, specialist equipment and to adapt the environment to meet pupils' needs. Funding is also used where appropriate to purchase specialist support from external agencies.

### **Working in partnership with parents and carers:**

At Riverside Academy we work collaboratively with parents to ensure they are partners in their child's learning journey. Parents and Carers are best placed to inform teachers about the needs and skills of their children, and it is essential to build a close relationship and consistency between home and school. Parents can make appointments through the school office to speak to a member of the SEND Team. At Riverside, we follow the graduated approach to SEND and the four-part cycle of **assess, plan, do, review**. As part of this graduated approach, parents are invited to attend termly review meetings, where they can discuss their child's progress towards their planned outcomes with their child's class teacher, the [SENCOSENCo](#), and

outside agencies where appropriate. These meetings include discussion to identify new outcomes and suggestions for how the child can be supported at home.

Pupils also attend these meetings or contribute their views through a child friendly pro forma. Early Help meetings are held regularly with identified families alongside the respective professionals. Person centred EHCP Annual review meetings are prepared for and held annually. Where parents feel unable to attend a meeting, they are given the opportunities to provide a virtual, verbal or written contribution.

Where parents feel that they would benefit from additional support, the school recommends agencies such as the Family Information Service.

### **Staff Development and In-Service Training.**

Continued Professional Development (CPD) and training for staff is essential. We look for ways to use the skills and specialities of teachers and teaching assistant and share best practice through weekly staff meetings and training sessions.

Riverside Academy aims to develop staff knowledge but also will readily utilise external professionals to provide expert services to ensure the best possible provision for pupils.

### **School Admissions and SEND**

The school's admissions policy is in line with that of the LA. Priority is given to the children who live near the school and have siblings already attending for entry to Reception. All children are welcomed to attend, and a high level of provision will be provided to the children who have significant needs except on rare occasions where school is unable to meet need.

### **Complaints Procedure:**

We welcome all feedback from parents. If a parent has any concerns, they should initially speak to the class teacher. If the issue is not resolved, they can speak to the SEND Team and/or the Head teacher. School will always seek to reach a solution but if an issue still exists, parents may seek the advice of the SEN Governor and if a child has an EHCP, the Local Authority. Parents may also be signposted to Warwickshire Parent Partnership who will attend reviews and offer advice and support. As a last resort, parents have the right to go to an independent SEN tribunal.



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## **Appendix1**

### **Policy for Pupils with English as an Additional Language (EAL)**

#### Introduction

This policy outlines our school's aims and strategies to ensure all EAL pupils fulfil their potential. This policy covers the key areas of:

- Ethos
- Curriculum
- Assessment
- Specific support for New Arrivals

(Refer to school Equality Policy for whole school approach including education against racism)

#### Ethos:

At REAch2 we are strongly committed to celebrating cultural diversity and promoting equality of opportunity for all EAL pupils; both at an early stage of English language acquisition and More Advanced Bilingual Learners (MABL). We maintain an extremely positive school ethos through the following:

- Displays around the school that reflect and celebrate the multi-cultural and multi-lingual nature of both school and society. These include:
  - Photos of whole school events
  - Photos of positive role models from a range of cultures
  - Examples of pupils work

Displays within the classroom reflect and celebrate the multi-cultural and multi-lingual nature of the class, school and society and support the learning of pupils learning EAL and include:

- Displays/ resources depicting pupils' family heritage
- Multi-lingual labels/signs, with pictures, using the main languages spoken in the class and /or the language of children who are new to English
- Visual timetable

#### Curriculum:

All teaching staff:

- have the responsibility to provide the highest quality first teaching and learning opportunities for all pupils (as outlined in the Teaching and Learning policy)
- identify and teach key language features of each curriculum area, e.g. key vocabulary, use of language, forms of text
- provide enhanced opportunities for speaking, listening and drama and highlight these in yellow on literacy and numeracy plans
- ensure pupils have access to good models of spoken English
- provide additional visual support, e.g. posters, pictures, photographs, objects, demonstration, use of gesture
- provide additional verbal support, e.g. repetition, modelling, peer support, pre- teaching key vocabulary
- make use of a range of ICT activities
- make use of collaborative activities that involve purposeful talk and encourage and support active participation
- group children strategically for different activities
- ensure, where possible, learning progression moves from the concrete to the abstract (younger children and early speakers of English learn a new concept in a practical 'hands on' (concrete) way. As a child becomes older, more advanced and/or is exposed to English for longer they should be able to apply concepts in a more abstract way e.g. with pencil and paper)
- provide scaffolding for language and learning, e.g. talk frames, writing frames
- provide a variety of ways for pupils to record their work, including recording in their first/ home language
- provide dual- language books and dictionaries
- ensure cultural diversity is built into their planning for all areas of the curriculum, taking into account the linguistic, cultural and religious backgrounds of families.

#### Assessment

- All pupils, including those learning EAL are assessed according to the whole school Assessment policy (see Assessment policy).
- If a pupil is below national curriculum level 1 in reading and/ or writing, s/he is assessed using 'A language in Common'. Their level (Step 1, Step 2 or level 1 threshold) is recorded on the tracking grids using Wauton Samuel (WS).
- Pupils who are new to the school and new to English will receive an initial assessment within the first 6 weeks of their arrival at a REAch2 Academy (see Appendix 2- New Arrivals Procedures).
- Robust data analysis is carried out to ensure pupils learning EAL are achieving in line with the rest of the school.
- Interventions are provided for pupils identified as requiring additional support following data analysis staff meetings. These are included on the provision map.

#### New Arrivals/Pupils who are new to English

Clear procedures have been outlined to support newly arrived pupils including those who are at an early stage of English language acquisition (see appendix 2- New Arrivals Procedures).

NB: Pupils with Special Educational Needs (SEN) and Gifted and Talented Pupils

- Most EAL pupils needing additional support do not have SEN.
- Should SEN be identified, EAL pupils have equal access to the school's SEN provision.

If EAL pupils are identified as Gifted and Talented, they have equal access to the school's provision.

Resources

Resources to support pupils learning English as an additional language can be found in the staffroom. There is also a folder on master on server: M:\Resources\Inclusion\EMAS