



Ryedene Primary and Nursery School

'Growing Together to Succeed'

Inclusion Policy

Date Due for Review: October 2026

Legislative Compliance

This policy has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- Special Educational Needs and Disability Code of Practice: 0 to 25 years Department of Education and Department of Health 2015
- Part 3 of the Children and Families Act 2014
- Ofsted Section 5 Inspection Framework 2014
- The Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- Teachers' Standards 2012
- Ofsted Section 5 Inspection Framework 2014
- Working Together to Safeguard Children 2013
- Ordinarily Available: Inclusive Teaching Framework 2023
- Ordinarily Available Targeted Support 2023
- Sensory Awareness Toolkit 2023

SEND and Inclusion Statement

😊 We endeavor to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.

😊 Teachers provide adapted learning opportunities for all children within the school and provide materials appropriate to children's interests and abilities, ensuring that all children have full access to the school curriculum.

😊 Special Educational Need (SEND) might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

😊 English as an Additional Language (EAL) is not considered a Special Education Need. Adapted work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

😊 We focus on individual progress as the main indicator of success.

😊 We strive to make a clear distinction between "underachievement" - often caused by a poor early experience of learning - and special educational needs.

😊 Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.

😊 Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers.

😊 Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through Additional SEND Support funded from the school's SEND budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- ☺ To provide full access to a high-quality curriculum for all children.
- ☺ To secure high levels of achievement for all.
- ☺ To meet individual needs through a wide range of provision.
- ☺ To achieve high levels of satisfaction and participation from pupils, parent and carers.
- ☺ To carefully map provision for all vulnerable learners to ensure that staff deployment, resource allocation and choice of high-quality interventions impacts on learning.
- ☺ To ensure a high level of staff expertise meets every pupil's need, through well targeted continuing professional development.
- ☺ To work in a cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- ☺ To "promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others". (*National Curriculum, 2000*).

Definition of Special Educational Needs

A child or young person has SEND 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

There are four broad areas giving an overview of the range of needs that should be planned for:

- Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific learning

difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

Identification, Assessment & Provision for Pupils with SEND

At Ryedene, we maintain a school register of all pupils placed within the SEND Stage Procedure. The Register is updated termly to show changes in pupil placement. The length of time spent by individual pupils within the different stages will vary greatly. Parents' views will be sought and they will be kept fully informed of their child's progress. The pupil's views will also be sought and incorporated into their provision through pupil profiles and one plans.

At Ryedene Primary, children are identified as having special educational needs through a variety of ways. These can include:

- Children performing far below their chronological age in a particular area
- Concerns raised by parents
- Concerns raised by teachers. This could be differences in the child's behaviour in class or through pieces of work they complete
- Concerns raised from teachers from any previous schools
- Meetings with specialists outside of the school
- Medical and health diagnosis through doctors or hospitals

Sometimes, we ask outside experts or specialists to assess children and give us advice. Some of these experts might be:

- Our Inclusion Partner
- NHS Speech and Language
- The NHS: G.P.s, School Nurse and specialists.

- Early Help and Family Support
- Visual Impairment Team
- Hearing Impairment Team

School Based Stage 1

This consists of high-quality teaching using the ordinarily available documents.

- ☺ All learners will have access to high-quality teaching.
- ☺ The routine and prolonged withdrawal from mainstream school for any child is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and adaptations of the usual school curriculum.
- ☺ Some vulnerable learners will have access to a range of evidence-based interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be an adaptation of the usual school curriculum – not a special intervention for pupils with SEND.
- ☺ All vulnerable learners will be included on a detailed whole-school/class register which outlines and monitors all additional intervention across the school.

The whole school/class register and intervention menu enables the school and teachers to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Audit how well provision matches the pupil's needs
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively and to demonstrate accountability for financial efficiency
- Demonstrate to all staff how support is deployed
- Inform parents, LEA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs
- Providing an important tool for self-evaluation.

Identification and Assessment

Children's needs should be identified and met as early as possible through:

- ☺ Analysis of data including entry profiles, Foundation Stage levels, assessment, other whole-school pupil progress data, Speech and Language assessments
- ☺ Classroom-based assessment and monitoring arrangements.
- ☺ Additional, specific diagnostic tools to be used to assess difficulties
- ☺ Following up parental concerns
- ☺ Tracking individual children's progress over time, including progress in EAL
- ☺ Liaison with feeder schools on transfer

- ☺ Information from previous schools
- ☺ Information from other services
- ☺ Undertaking, when necessary, in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- ☺ Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- ☺ Teachers adapt work as part of their high-quality teaching - Ordinarily Available
- ☺ Other small group interventions
- ☺ Individual class support / individual support
- ☺ Bilingual support/access to materials in translation
- ☺ Further adaptation of resources/ scaffolding within the classroom
- ☺ Learning Mentor
- ☺ Pupil Profile
- ☺ One Plans
- ☺ Consistent Management Plan (CMP)
- ☺ Enhanced Provision (The Orchards)

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- ☺ Classroom observation by the Inclusion Team
- ☺ Ongoing assessment of progress made by intervention groups
- ☺ Work sampling on a termly basis.
- ☺ Scrutiny of planning by Inclusion Team
- ☺ Pupil progress meetings with the HT, Inclusion Team and other Senior Leaders
- ☺ Pupil progress tracking using assessment data (linked to Pupil Progress meetings)
- ☺ Informal feedback from all staff.
- ☺ Pupil interviews when formulating individual provision map
- ☺ Monitoring targets set, evaluating the impact of these targets on pupils' progress.
- ☺ Attendance records and liaison with EWO
- ☺ Inclusion Team's report to Governing Body

School Based Stage 2: Additional SEND Support

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-adapted curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2015.

Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered Additional SEND Support.

In keeping with all vulnerable learners, interventions for pupils on the SEND register will be identified and tracked using the whole-school data.

Our approach to Pupil Profile and One Plans are as follows:

☺ Our Pupil Profile and One Plans are a planning, teaching and reviewing tool for teachers and LSAs (Learning support assistants) which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.

☺ Pupil Profile and One Plans will only record that which is **additional to** or **different from** the adapted curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning

☺ Pupil Profile and One Plans will be accessible to all those involved in their implementation - pupils should have an understanding and "ownership of the targets".

☺ Pupil Profile and One Plans will be based on informed assessment and will include the input of outside agencies, where applicable.

☺ Our Pupil Profile and One Plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly (at least termly) by class teachers in consultation with the Inclusion Team.

☺ Pupil Profile and One Plans targets will be time-limited and at termly reviews, there will be an agreed "where to next?"

☺ One Plans will have a maximum of 3/4 short / medium term SMART targets set for or by the pupil.

☺ Profile and One Plans will specify how often the target(s) will be covered and strategies/provisions to be used

☺ Pupil Profile and One Plans will state what the learner is going to learn - not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.

Targets for Pupil Profiles and One Plans will be generated through:

- Discussion between teacher and the inclusion team
- Discussion, wherever possible, with parents/carers and pupil
- Discussion with other professionals

Stage 3: Request for Assessment for Education Health and Care Plan

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEND register (as stated above) and, in addition to this, will have an Annual Review of their statement/Education Health Care plan.

- ☺ Our school will comply with all local arrangements and procedures when applying for:
 - Additional high needs funding

- An Education Health and Care Plan

☺ We will ensure that all pre-requisites for application have been met through ambitious and pro-active 'Additional SEND Support'.

☺ Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance particularly with regard to the timescales set out within the process.

Inclusion of pupils with English as an additional language

Definition:

A pupil, who has English as an Additional Language, is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school.

Pupils with EAL are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in an environment with more than one language.

Ethos

At Ryedene, we strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnicity, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting others' diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of the English language which will be provided through high-quality teaching.

The following provision can be expected:

☺ Initial assessment of EAL using statements to assess what level of English the child can speak, understand or read

☺ Further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language

☺ Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with pupils with SEND unless SEND is indicated.

☺ Work in class will be adapted for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Adapted homework will be provided to enable the pupil to improve their

knowledge and use of English and to participate in homework activities on an equal basis with their peers.

☺ Additional support for pupils may be given through first language resources & translation facilities, teaching support on a 1:1 or small group basis, peer group support, pre-teaching of key concepts and vocabulary

☺ Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, adaptations will be made in order to access learning at an appropriate level.

☺ Progress of pupils with EAL will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Inclusion Team.

☺ Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

Support for Parents with EAL

At Ryedene, we recognise that some parents who are learning English may find it difficult to communicate with the school and find it difficult to approach the school regarding any concerns they may have regarding their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, seeking to provide interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format, whenever possible.

Inclusion of pupils who are looked after in local authority care

At Ryedene, we recognise that:

☺ Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. We understand that these barriers to learning can affect their educational outcomes and their personal, social and emotional development.

☺ There are commonly understood reasons (Social Exclusion Unit Report :2003) why children who are looked after in local authority care often fail to make expected progress at school:

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

☺ There is a statutory requirement for all schools to have a designated teacher for looked after children. The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- Ensuring that children who are 'looked after' have access to the appropriate network of support

- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Reporting on the child's educational progress to contribute towards the statutory review (usually held every six months)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers, the carers and where necessary, a member of the Virtual School team.
- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making
- Completing pupil profile on CLA tracker with assessments and new targets, with input from the child wherever possible

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. In every year group, we set aspirational targets for English and mathematics at the appropriate level and children are set according to ability, allowing teachers to adapt according to the needs of the pupils. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- ☺ A common activity that allows the children to respond at their own level
- ☺ An enrichment activity that broadens a child's learning in a particular skill or knowledge area
- ☺ An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- ☺ The opportunity for children to progress through their work at their own rate of learning, through self-challenge

We offer a range of extra-curricular activities for our children. These activities offer our children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and enriching clubs. School based provision includes opportunities for performance, specialist teaching and partnership with secondary schools.

Management of Inclusion within our school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of inclusion. The Inclusion Team is responsible for reporting regularly to the head and the governor with responsibility for SEND regarding the ongoing effectiveness of this inclusion policy. The Inclusion Team has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups. The Designated Teacher for 'Looked After Children' has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners - specifically, all teachers are teachers of special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

'If we get it right for the most vulnerable, we get it right for everyone else'

Headteacher

The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. The head teacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Leader. The head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- ☺ Analysis of the whole-school pupil progress tracking system
- ☺ Maintenance and analysis of a whole-school provision map for vulnerable learners
- ☺ Pupil progress meetings with individual teachers
- ☺ Regular meetings with the Inclusion Team
- ☺ Discussions with pupils and parents

The Inclusion Team

In line with the recommendations in the SEND Code of Practice 2013, the Inclusion Team will oversee the day- to-day operation of this policy in the following ways:

- ☺ Maintenance of whole school register for vulnerable learners
- ☺ Co-ordinating provision for children with special educational needs
- ☺ Liaising with and advising teachers
- ☺ Liaising with and advising Learning Mentor
- ☺ Managing other classroom staff involved in supporting vulnerable learners
- ☺ Overseeing the records on all children with Special Educational Needs
- ☺ Liaising with parents of children with SEND, in conjunction with class teachers and Learning Mentor
- ☺ Contributing to the in-service training of all staff
- ☺ Implementing an Annual Review for all pupils with a statement of special educational need as well as complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- ☺ Carrying out referral procedures to the Local Authority to request high needs block funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention Additional SEND Support, that a pupil may have a special educational need which will require significant support, possibly to the age of 25 and beyond.
- ☺ Monitoring the school's system for ensuring that Personal Learning Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils

- ☺ Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners
- ☺ Meeting **at least** termly with each teacher to review and revise targets for all vulnerable learners in their class who are being tracked on the school's provision map.
- ☺ Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- ☺ Attending area network meetings and training as appropriate.
- ☺ Liaising with the school's SEND link Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- ☺ Liaising closely with a range of outside agencies to support vulnerable learners

Ethnic Minority Achievement Coordinator (The Inclusion Team)

The EMA team will oversee the day-to-day operation of this policy in the following ways:

- ☺ Maintain of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- ☺ In collaboration with the SLT and Inclusion Team, maintain and analysis whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- ☺ Advise on and co-ordinate provision for children with additional needs relating to ethnic or linguistic background
- ☺ Work collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- ☺ Manage other classroom staff involved in supporting ethnic/linguistic minorities
- ☺ Oversee the initial and on-going assessment records on all children with EAL
- ☺ Liaise with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- ☺ Meeting **at least** termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- ☺ In collaboration with the Inclusion Team, evaluate regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- ☺ In collaboration with the SLT, Inclusion Team, oversee the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- ☺ Contribute to the in-service training of staff
- ☺ Support the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- ☺ Advise on and source bilingual and culturally reflective materials to support children's learning across the curriculum
- ☺ Advise on and source interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- ☺ Attend EMA co-ordinator network meetings and training as appropriate
- ☺ Liaise with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- ☺ Liaise closely with a range of outside agencies to ethnic & linguistic minority learners

Learning Mentor

The Learning Mentor will support the Inclusion Team with overseeing the day-to-day operation of this policy in the following ways:

- ☺ Liaise with parents to listen to their worries, concerns or issues
- ☺ Embed and extend existing relationships with parents/ carers of pupils with SEND and outside support agencies (fostering new ones as needed)
- ☺ To be 'First point of call' for minor behaviour issues and to then settle pupils back to their learning
- ☺ To run small intervention groups for pupils with SEND
- ☺ Liaise with teachers to discuss any pupils who are causing a concern
- ☺ Collect lists of gifted and/ or talented pupils from each subject leader to create a whole school gifted and/ or talented register, which will be regularly updated
- ☺ Work with class teachers to regularly review and update consistent management plans, developing strategies to support pupils in class
- ☺ Organise parent support groups (with outside agencies if required)
- ☺ Regularly meet with the Inclusion Team to keep them updated of issues arising and to work together to develop appropriate interventions, where necessary
- ☺ Continue to liaise with Learning Mentors at other schools, to develop and share good practice

Class teacher

A teacher must adapt teaching to respond to the strengths and needs of all pupils. They need to:

- ☺ Know when and how to adapt appropriately, using approaches which enable pupils to be taught effectively
- ☺ Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

Teachers' Standards

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, adapted for individual pupils, is the first step in responding to pupils who have or may have SEND and the Senior Leadership Team regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. Additional intervention and support cannot compensate for a lack of good quality teaching.

It is the teacher's duty to liaise with the Inclusion Team:

- ☺ Which pupils in the class are vulnerable learners
- ☺ Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' (cause for concern) provision map – but do not have special educational needs.
- ☺ Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEND register.
- ☺ Which of these pupils may require advice/support from an outside professional and, therefore, an Pupil Profile or One Plan to address a special educational need (this would include pupils with EHCP)
- ☺ Securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing adapted teaching and learning opportunities, including adapted work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - Ensuring effective deployment of resources – including teaching assistant support, to maximise outcomes for all groups of vulnerable learners.

Expertise and training of staff

All staff, including Learning Support Assistants (LSA), receive training as part of the school's continuing professional development. Lesson observations provide an effective tool when reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

- ☺ In accordance with Section 5.7 of the SEND Code of Practice 2013, our Special Educational Needs Coordinator has statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- ☺ The Inclusion Team will regularly attend local network meetings
- ☺ All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.
- ☺ Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from outside agencies.
- ☺ Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and Senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money).
- ☺ Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Equipment and facilities to support children with special educational needs

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as Additional SEND support which is just over £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

All vacancies will be competitively advertised and recruited.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- ☺ Working effectively with all other agencies supporting children and their parents
- ☺ Giving parents and carers opportunities to play an active and valued role in their child's education
- ☺ Making parents and carers feel welcome
- ☺ Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- ☺ Instilling confidence that the school will listen and act appropriately
- ☺ Focusing on the child's strengths as well as areas of additional need
- ☺ Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- ☺ Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- ☺ Keeping parents and carers informed and giving support during assessment and any related decision-making process
- ☺ Making parents and carers aware of the local support services.
- ☺ Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets and layered success criteria. We endeavour to fully involve all pupils by encouraging them to:

- ☺ State their views about their education and learning
- ☺ Identify their own needs and learn about learning
- ☺ Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- ☺ Self-review their progress and set new targets
- ☺ For pupils with special educational needs, monitor their success at achieving the targets on their Pupil Profile or One Plans.

Effective Transition

Effective transition will be carried out in the following ways:

- ☺ Ensuring early and timely planning for transfer to a pupil's next phase of education and, in the year in which they leave

- ☺ If necessary, offer transition meetings to all pupils in receipt of Additional SEND support and all those with statements of Special Educational Needs.
- ☺ Provide a clear transition programme, with specific responsibilities identified.
- ☺ Offer support for the pupil in coming to terms with moving on, which will be carefully planned and will include familiarisation visits and counselling, where necessary.
- ☺ Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- ☺ Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable.
- ☺ Accompanied visits to other providers may be arranged as appropriate.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and Inclusion Team, then, if unresolved, by the head teacher.

The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Links Within School

Listed below are contacts details for staff with specific inclusion responsibilities within the school:

- ☺ **Inclusion Leader** - Miss Cooksey
Contact details: 01268 559291 email: hcooksey@ryedene.essex.sch.uk
- ☺ **Designated Teacher for Looked After pupils** - Miss Niecho
Contact details: 01268 559291 email: lniecho@ryedene.essex.sch.uk
- ☺ **Designated Safeguarding Leader** - Mr A Toomer
Contact details: 01268 559291 email: headteacher@Ryedene.essex.sch.uk
- ☺ **Learning Mentor** - Mrs Smith Mrs Newton
Contact details: 01268 559291 email: admin@ryedene.essex.sch.uk

Links with Other Services

Effective working links will also be maintained with:

- ☺ Educational Psychology Service - Contact Number: Helpline number 01245 433293
- ☺ Education SEND Team - Contact number: **South Essex** (Basildon, Billericay, Brentwood, Castle Point, Rochford and Wickford): 0333 013 4736
- ☺ SENDIAS - Contact Number: 01245 204 338

☺ Virtual School for Looked After Children - Contact number: 033303 2120

☺ Children and Families directory of Services

<https://www.essexeffectivesupport.org.uk/media/1075/directory-of-services-200718.pdf>

☺ **Local Authority Local Offer**

www.essexlocaloffer.org.uk

GLOSSARY OF TERMS

SEN - Special Educational Needs

SEND - Special Educational Needs and or disabilities

SEND Code of Practice - The legal document that sets out the requirements for SEND

EHC plan - Education, Health, Care Plan

S< - Speech and Language Therapist

EP - Educational Psychologist

INCLUSION TEAM - Special Educational Needs Team

EMA Co-ordinator - Ethnic minorities' achievement co-ordinator

ASD - Autistic Spectrum Disorder

Appendices

Criteria for our enhanced provision – The Orchards

The Orchards

Criteria

1. Identified High and Complex Needs

- The child presents with persistent and significant barriers to learning which cannot be fully met through quality first teaching or targeted interventions within the mainstream classroom.
- Needs may include severe difficulties in cognition and learning, social communication and interaction, sensory processing, or social, emotional, and mental health regulation.

2. EHCP Status

- The child has an Education, Health and Care Plan (EHCP), or is in the process of statutory assessment with substantial evidence of need.

3. Communication and Interaction Needs

- The child demonstrates significant communication challenges, such as limited expressive/receptive language, reliance on augmentative and alternative communication (AAC), or difficulty accessing peer interaction without adult facilitation.

4. Demonstrated Need for a Structured Work Environment

- The child has trialled a workstation and structured intervention (e.g., TEACCH strategies, task analysis, sensory breaks).
- Evidence demonstrates that they benefit from, or require, a highly personalised and low stimulation learning space.

5. Evidence of Prior Interventions

- The mainstream classroom has already implemented targeted strategies, including differentiated curriculum, individualised resources, and support from the SENCO/external professionals.
- Documentation shows limited impact without access to enhanced provision.

6. Risk Assessment and Safety Considerations

- The child's sensory, emotional, or behavioural needs present potential risks to themselves or others if not supported in a highly adapted environment.

7. Parental/Carer and Professional Involvement

- Placement is discussed with parents/carers and agreed as part of the child's support plan.
- Decisions are informed by input from external professionals (e.g., Educational Psychologist, SALT, OT).

- There is provision for up to 10 pupils at a time throughout the day. Children will access the room for times, that suit their needs.

Time Allocation and Inclusion Principles

- **Morning Core Learning in Provision:**

Children should typically access the Enhanced Provision Room during the morning session for core subjects (e.g., English, Maths, Phonics) where they need a highly structured environment.

- **Afternoon Inclusion in Class:**

Wherever possible, pupils should return to their mainstream class for **foundation subjects** (e.g., Art, Science, Humanities, PE) and wider curriculum opportunities to promote inclusion, social interaction, and peer learning.

- **Review:**

Time allocation and balance of provision vs. inclusion should be reviewed at least termly alongside One Plan meetings/annual reviews and adapted as the child develops.