

**ST AIDAN'S**  
Voluntary Controlled  
**PRIMARY SCHOOL**

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## **Inclusion Policy: SEN and Disability**

### **Introduction**

At St Aidan's we are committed to providing high quality education to local children without prejudice. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. This includes those identified as having special educational needs (SEN). We believe that all children should be equally valued in school and be fully included in all aspects of school life. We do not tolerate prejudice or discrimination and we endeavour to create an environment in which all children can flourish and feel safe.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We realise that many pupils, at some stage in their time at school, may experience difficulties which affect their learning, and we recognise that these may be short or long term.

This policy should be read together with the following school policies: Anti-Bullying; Race Equality; Positive Behaviour; Care, control and Restraint; Child Protection; Gifted and Talented; Equal Opportunities; our Equalities Scheme and Induction and Transition Procedure.

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## **1 Aims and objectives**

We are committed to inclusion.

We aim to create a sense of community and belonging and to offer new opportunities to children who may be experiencing difficulties. To this end we will respond to children in ways that take account of their various life experiences and needs. We aim to:

- a. Ensure that the school meets its duties with regard to the SEN and Disability Act and relevant Codes of Practice and that guidance is implemented effectively across the school.
- b. Ensure equality of opportunity for, and elimination of prejudice and discrimination against, all children regardless of their specific needs.
- c. Ensure that children with SEN are warmly accepted by all members of the school community and that we have excellent SEN and Inclusion provision used by teachers and parents/carers.
- d. Provide full access to the curriculum through differentiated planning by class teachers, additional provision and support staff as appropriate (except where disapplication, arising from a Statement occurs; disapplication is very rare, and we aim to offer the full curriculum to all our pupils).
- e. Provide specific input matched to individual needs in addition to differentiated classroom provision for those pupils identified as underachieving or having SEN at School Action, School Action Plus or via a Statement of Special Educational Needs.
- f. Ensure that we are able to meet the needs of as wide a range as possible of the children who live in our catchment area.
- g. Enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and life long learning.
- h. Continually monitor the progress of all pupils to identify needs as they arise and to provide support as early as possible.
- i. Involve parents/carers at every stage in plans to meet their child's additional needs.
- j. Involve the children themselves in planning and in any decision-making that affects them.

## **2 Admission and transition arrangements**

- 2.1 Children with additional educational needs are considered for admission to the school on exactly the same basis as all other children. Our Induction and Transition Procedure document clearly sets out arrangements for admission and progress through the school.
- 2.2 We welcome children with Statements of SEN provided that we can adequately meet their needs without adversely affecting the education of other children at the school. In these instances, following consultation with the GB, the LA takes the decision as to whether to name the school on the statement.
- 2.3 We offer 10 full-time nursery places to children in need of additional Early Years experience or those of families in social need.

## **3 Learning and the curriculum**

(see also the school's Accessibility Plan)



- 3.1 We believe that no child should be excluded from any learning activity due to physical impairment or learning difficulty unless it is clearly of benefit to that individual. We ensure that:
- a. all children have access to a balanced and broadly based curriculum; we use the flexibility in the National Curriculum's programmes of study to suit each child.
  - b. learning is absorbing, rewarding and effectively delivered and the teaching styles are diverse.
  - c. Staff work to prevent the children they are supporting being isolated by encouraging peer tutoring and collaborative learning.
  - d. Schemes of work and policies for each area of the curriculum are in place and are differentiated to assure appropriate levels for all pupils.
  - e. Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate.
  - f. Children with physical impairments or learning difficulties access the curriculum through specialist resources such as ICT as appropriate.
  - g. Extra curricular activities, including extended services, are barrier free: they do not exclude any pupils.
- 3.2 We provide information in formats other than print for children who need it. We adapt printed material to help children with literacy difficulties or we ensure that they are helped by pairing them with other children or adults.
- 3.3 We provide alternatives to paper and pencil for children unable to write or we ensure that they are helped by other children or adults.
- 3.4 We use a range of assessment procedures within lessons (eg. taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

#### **4 Identification and assessment**

- 4.1 Some children's special educational needs have already been identified in early years' settings or by health professionals before starting school. Once at school, referrals to the Child Development Centre can be made by the school or by parents via their GP.
- 4.2 Pupil Progress meetings are held each term between the class teacher, Inclusion Manager and Headteacher at which children who are not progressing satisfactorily are highlighted. Following these meetings a child may be identified as having special educational needs. In these cases a meeting will be arranged with the parent/carer, Inclusion Manager and class teacher to discuss the situation and plan suitable targets and interventions.
- 4.3 Class teachers will alert the Inclusion Manager if there is a concern they would like discussed.
- 4.4 When decisions are made to provide children with additional support at School Action or School Action Plus their names are placed on the Additional Educational Needs Register. In making these decisions we use the Local Authority 'Criteria for Statutory Assessment' guidelines together with our own guidelines based on National Curriculum levels



- 4.5 Provision at School Action Plus always includes the involvement of specialist services, eg. Educational Psychology Service, as they can offer the school advice about targets and strategies, specialised assessment or direct work with the children. They may also be involved in the planning, monitoring and reviewing of the children's progress.
- 4.6 In order to access the services of other professionals, the school is required to complete a Common Assessment Framework (CAF) Form. Parental consent will always be sought except in certain cases involving Child Protection.
- 4.7 Parents/carers are kept fully involved through the usual partnership arrangements eg parents consultations and reports. If a teacher or parent has concerns about a child's progress, a meeting will be convened to discuss these concerns and strategies will be put in place to address these. In some cases, the child may be put on the Additional Educational Needs Register at School Action. This will only be done following a meeting with the child's parents/carer.
- 4.8 Parents/carers are always asked to contribute to the review process and their views are valued and recorded. We work with parents to identify strategies that work for them and/or their child at home, and where appropriate, try to use these strategies in school.

## **5 SEN provision and allocation of resources**

The Inclusion Manager is responsible for co-ordinating the day to day provision for children with disabilities and SEN.

- 5.1 SEN support is primarily delivered by class teachers through differentiated teaching methods with the support of trained Teaching Assistants. The Inclusion Manager meets each class teacher at least three times a year to review progress. Individual Education Plans (IEPs) are also reviewed three times a year.
- 5.2 Support staff, class teachers, the Inclusion Manager and outside agencies liaise and share developments to ensure correct assessment and best practice.
- 5.3 Each year we map our provision to show what is available across the school and to ensure that children's needs can be met across all ages and areas of SEN.

## **6 External services**

- 6.1 The Educational Psychologist visits the school according to time allocation (currently 2 days per year), liaising with the Inclusion Manager to optimise each visit.
- 6.2 Referral to the Educational Psychology Service is usually made following recommendations of a review meeting at School Action or School Action plus.
- 6.3 Parents may ask for their child to be assessed by the schools' Educational Psychologist. In these instances their child's name will be added to a list kept by the Inclusion Manager. Priority is given to children whose progress is giving most cause for concern.
- 6.4 Children with hearing and visual impairment are supported by specialist teachers from the Services for the Hearing Impaired and the Visually Impaired Children whether or not they



have Statements. These teachers provide advice to the school and parents and may also work directly with Statemented children where appropriate. They may also be involved in IEP reviews and help class teachers in their planning.

- 6.5 The LA Inclusion Co-ordinator is available to advise the school on all matters relating to inclusion.
- 6.6 The Inclusion Manager maintains an up to date list of the various voluntary organisations supporting disability and SEN. Parents/carers will be given details of these groups on request or as appropriate. Information sent from organisations will be posted on the parents/carers' notice board.
- 6.7 St Aidan's works in partnership with a breakfast club and after-school play scheme which provide leisure activities for pupils, in some cases easing childcare problems for working parents. There are a number of after- school clubs run by the school, the membership of which is partly self-referral and partly done through liaison for children who would not perhaps otherwise have access to them.

## **7 Request for statutory assessment**

Statutory Assessment is a legal procedure.

- 7.1 If a child does not make adequate progress despite a period of support at School Action Plus the school may, with the agreement of the parents/carers, request the LA to initiate a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.
- 7.2 Parents/carers themselves may also request a Statutory Assessment of their child's Special Educational Needs and are welcome to discuss this with the Inclusion Manager.
- 7.3 In requesting the LA to carry out a Statutory Assessment, the school will be required to submit evidence about the child's needs and the support strategies that are in place to meet them. The LA will make a judgement about whether or not the child's needs can be met from the resources available to the school or not. This judgement will be guided by the LA's 'Criteria for making a Statutory Assessment'.
- 7.4 The outcome of a Statutory Assessment may be a Statement of Special Educational Needs, a legal document outlining the child's needs and the support that must be in place to meet them.
- 7.5 A child who has a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus. In addition the Statement may suggest other ways of meeting the child's needs and may sometimes provide additional funds to the school.
- 7.6 There is an Annual Review process, chaired by the Inclusion Manager who reviews the appropriateness of the provision and recommends to the LA any changes that need to be made, either to the Statement or to the provision.



## **8 Child and Parent involvement**

'Children capable enough to form views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them'.  
(UN Convention on the rights of the child.)

- 8.1 At St Aidan's we believe that, to progress well, children need to be actively engaged in their learning. Children's views are sought and taken into account when planning their learning.
- 8.2 With their parents' agreement, children are invited into their own reviews: their targets are shared with them and they help identify strategies that will help them. Older children take part in conferences so they can take an active part in setting their own targets.
- 8.3 Our commitment to parental involvement can be seen throughout this document and we ensure that parents and carers are kept fully informed of their child's progress at school.

## **9 Trips out of school**

At St Aidan's we try to make all trips inclusive by planning in advance and going to accessible places.

- 9.1 Extra TA support is provided where required for trips to museums and galleries and for KS2 children for swimming lessons.
- 9.2 We take all Year 6 children to Pendarren, Haringey's outdoor activity centre in Wales, for a week and for a few days at a local camp, providing additional TA support for individual children as required.

## **10 Site accessibility**

(see also our Accessibility Plan)

- 10.1 St Aidan's is a single-site school. The main building is of two stories with stairs to the first floor. There is currently no wheelchair access to the upstairs classrooms but there is easy wheelchair access to all ground floor areas. If the need arises, classes will be repositioned to provide ground floor wheelchair access.
- 10.2 There is currently no wheelchair access to the main hall, but an application has been made to the LA for funding under the Schools Access Initiative.
- 10.3 There is a shower on site and there is one disabled toilet suitable for both adults and children.
- 10.4 There is good lighting throughout the school and high visibility markings on all stairs.
- 10.5 The classrooms provide good acoustic conditions minimising hearing difficulties and specialist sound systems are used in severe cases. The hall has been fitted with a surround sound system.



## **11 Disabled parents/carers**

(See Equalities Scheme)

We recognise that there will be a number of disabled parents/carers of children at the school and we try to ensure that they are able to take part in our activities. We ask parents/carers to let us know about their needs when their children join the school so that we can communicate with them in an appropriate format.

## **12 Discrimination awareness**

- 12.1 The PSHEE curriculum includes issues about disability, difference and valuing diversity.
- 12.2 The library resources are regularly reviewed to ensure they include books that reflect a range of SEN and disability issues. Care is taken to stock books with a positive portrayal of disabled people. We try to ensure that displays around the school contain a variety of ethnic groups and disabled people.
- 12.3 We understand the importance of increasing awareness of BSL (British Sign Language). we use it in some assemblies and lessons. We have also run sessions on BSL to teach the children the basic signs.
- 12.4 We use visual timetables in every classroom and other picture symbols throughout the school.
- 12.5 Each year we schedule various awareness weeks at St Aidan's which have included 'Deaf Awareness Week', 'Inclusion Week' and 'Working Together Week' (formerly called 'Anti-Bullying Week').
- 12.6 We ensure that our children understand the impact of the words they use and we deal seriously with discriminatory name-calling (see also our Anti-bullying Policy).
- 12.7 We record and analyse any discriminatory incidents.

## **13 Training**

- 13.1 The Inclusion Manager attends termly Neighbourhood Network Learning cluster meetings to keep up to date.
- 13.2 All staff have access to professional development opportunities and are able to apply for extra training about Additional Needs or Inclusion when they feel it would help with either an individual or the whole class.
- 13.3 Support staff are included in the annual performance management cycle during which they are encouraged to identify their training needs.

## **14 Complaints**

(See also our Complaints procedure)



- 14.1 If a parent/carer has a complaint about SEN provision or this policy it should, in the first instance, be raised with the Inclusion Manager, who will try to resolve the situation.
- 14.2 If the issue can not be resolved within 10 working days, the parent/carer can arrange a meeting with the Headteacher. Alternatively, a formal complaint in writing can be made to the Headteacher who will reply within 10 working days.
- 14.3 If this fails to resolve the issue parents/carers may contact the Governing Body.

## **15 Monitoring and review**

We evaluate the success of our SEN and Inclusion policies through regular monitoring of progress towards set targets.

- 15.1 Whole school monitoring and evaluation procedures include sampling work and observation. Results relating to SEN provision are discussed with all staff to help improve standards.
- 15.2 The Inclusion Manager, together with the Head teacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation and tracking progress.
- 15.3 Planning is regularly monitored by curriculum co-ordinators and the Senior Leadership Team.
- 15.4 At the end of each Key Stage we analyse the performance of our pupils with very low attainment levels and compare our results to similar schools. We also analyse data on major behaviour incidents and exclusions (including lunchtime exclusions). This helps us set new targets and organise appropriate support to achieve them.
- 15.5 We report our findings to the Governing Body who, in turn, report to parents/carers through the School Profile. This annual report also includes details of our SEN provision and Access Plan along with other information required by the Disability Discrimination Act.
- 15.6 Each January and July the Inclusion Manager provides the GB with information about the number of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested, noting also the number of pupils transferring to or from each category. The Headteacher reports on any whole school developments in relation to Inclusion, at the same time and ensures that Governors are kept up to date with any legislative or local policy changes.
- 15.7 At least once a term the Inclusion Manager meets to discuss any concerns with the SEN Governor who reports back to the GB.
- 15.8 This policy is reviewed annually by the Curriculum and Pastoral Care Committee.

## **16 Glossary**

AEN	Additional Educational Needs
BSL	British Sign Language
CAF	Common Assessment Framework



GB	Governing Body
GP	General Practitioner
ICT	Information Communication Technology
IEP	Individual Education Plan
KS	Key Stage
LA	Local Authority
PSHEE	Physical, Social, Health and Economic Education
RML	Ruth Miskin Literacy
SEN	Special Educational Needs
TA	Teaching Assistant
UN	United Nations

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