



Odessa Infant School

Inclusion policy

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives. SEND code of practice 2014

Our vision:

- ❖ We believe that every child entering Odessa, should feel happy, relaxed, safe and ready to take ownership of their own learning.
- ❖ We aim to encourage all children to be confident and to see themselves as learners and achievers.
- ❖ We promote respect, tolerance, success and well-being for children and their families so that they become responsible members of society.

We aim to:

- Value all individuals as equals regardless of any special educational needs
- Take children's strength to overcome the barriers to their own learning
- Provide teaching and learning at their developmental level to aim for success
- Focus on well-being of the child and family by fostering Social Communication and Emotional Regulation as a priority
- Access a broad, functional and purposeful relevant curriculum.
- Ensure that all teachers are teachers of all pupils (SEN, EAL, G&T)
- Empower parents by sharing 'what works?' in school
- Identify needs as soon as possible and provide support
- Refer to current legal framework and guidelines generated by the DfES.
- Stay informed with current research, literature and evidence-based practices to cater for the needs of children.

Admission Arrangements

Where special needs have previously been identified the Head-teacher or SENCO will arrange a meeting with parents, staff and other agencies involved to assess the level of support needed. A transition plan is put in place to ease inclusion into our school. This plan is tailored to individual needs.

We also request information from the child's previous educational setting if they've had one; this helps us to identify the child's strengths and areas of needs that have a direct impact on the child's well-being and learning.

Children who are new to the country are given a term to settle before any additional support is offered unless there is an explicit need.

The management of inclusion at Odessa

At Odessa all members of staff have responsibilities in line with the inclusion policy. The school has employed a SENCO who works 4 days per week. Her name is Shahin Parvez. She has worked for the school for several years. She completed a post-graduation in Speech and Language Impairment that covers the identification of SEND, specific learning difficulties, social communication difficulties, behaviour difficulties and severe learning difficulties. She divides her time supporting children in main stream classrooms, running interventions and SENCO work. she also provides support to parents to implement strategies at home. There is also continuous liaising between SENCO, outer agencies and the Head teacher to discuss pupils with complex and exceptional learning needs as concerns arise.

School has also employed a speech and language therapist Mavue Harrington who works on Tuesdays at school. A Music therapist Katy Bignold is also employed by the school. She works on Mondays and Tuesdays.

Inclusion is closely monitored by the head teacher and the senior leadership team. A link governor as well as a staff governor are also part of the Governing body representing inclusion.

Identification of SEND @ Odessa

- initial concern expressed to SENCo by teacher, TA, or parents

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SENCO and class teacher to complete the Initial Concern sheet

- SENCo to invite parents and discuss strengths and needs, if necessary write a support plan that identifies objectives, transactional support, and interventions required. If requires seek assistance from the outer agencies

- SENCo and teacher to compare initial concern sheet

Teacher to plan opportunities to achieve objectives.

- SENCo to evaluate support plans, review current support every other term .
- SENCo to share the evaluation and new objectives with parents.

- Plan new targets

- SENCo to seek further assistance to apply for HNF if necessary

- Continue re-viewing targets

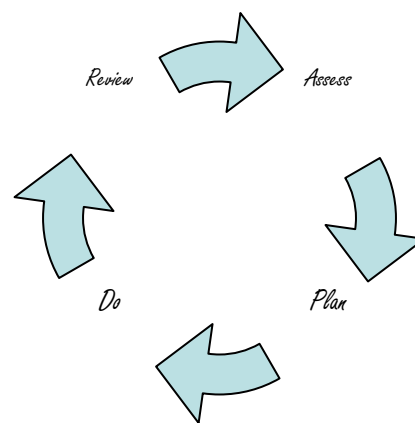
- SENCo to hold Child Centred Annual review

- Seize support plan and access differentiated curriculum in class

How Odessa Infant school adapts the curriculum and learning environment with SEND

Assess, plan, do, and review: The graduated approach is the key to SEND provision. The Special Educational Needs and Disability Code of Practice makes it clear that all teachers are responsible and accountable for the progress of all learners in their class, including where they access support from teaching assistants or specialist staff. This is to

- remove barriers to learning
- put effective special educational provisions in place



Meeting the needs of children instead focussing 1:1 support makes Odessa a unique organisation. Daily reflection of children's day at school and achievement between teacher and teacher assistant supports the learning cycle of Assess, Plan, Do, Review. Termly pupil progress meetings, parents evening, annual review are scheduled throughout the year to evaluate their progress. Bsquared and Bsquared Autism is used to monitor the progress by collecting termly data to show the development. To aim for success learning objectives are planned according to the developmental level of the children. It is also ensured that activities are purposeful and meaningful to children.

The SENCO meet every class teacher every other term to discuss support for the whole class. Children that need extra help are discussed at the meeting. Discussion content includes identification of child's strengths, areas of needs, support and outcome leading interventions and referrals to the outer agencies.

Every step is taken to promote the well-being of the child whether it is going through the assessment or already been assessed. Feedbacks from outer agencies are implemented into the daily timetable of the children. Individual support plans highlight termly targets for pupils with SEN alongside targets for adults providing them the support known as transitional support. Parent's views on planning are valued and taken strongly.

Educational Health Care Plans

Educational Health Plans may be issued by the LA to a child with needs so complex that it appears necessary to safeguard the child's progress throughout their school lives. An Educational Health Plan may also be issued to children needing access to a particular service such as a home-based teaching or developmental play programme, or when evidence points to the need, for specialist early intervention that cannot be provided in the school setting.

Allocation of Resources and Funding Arrangements

The budget allocation from the LEA, together with an amount from the school budget, is used to employ the SENCO. The head-teacher is responsible for the budget for SEN and liaises with the SENCO to discuss the allocation of available resources as needed.

Money from the school budget is used to purchase any extra learning resources needed for specific children, such as specialised equipment, music therapy sessions, or speech therapy. Support given to children is allocated on a basis of individual need.

For children who have multiple or more serious needs, the school applies for extra resources from the Exceptional Resources Panel. SENCOs from local schools attend regular Cluster Meetings to assess these serious needs and make recommendations to the panel.

Transition:

Transition plans are put in place if a child with educational needs is transferred to a different setting, or at the end of key stage 1 to ensure that children settle smoothly into the new setting. This may involve meetings between teachers and support staff at both schools and school visits.

We regularly make arrangements for all Year 2 children, to visit St. James Junior school including those with SEND. Children with SEND generally have a longer transition which includes several visits, meeting new teaching assistants and teachers, making a book about their new school and staying for lunch.

External Support Services

Specialist Agencies outside the school become involved with children following a referral agreed by the SENCO and parents.

The following support agencies may be involved with a child with SEN:

- Educational Psychologist (EP)
- Speech and language therapists (SLT)
- Physical or occupational therapy (PT or OT)
- Child Development Clinic (CDS)
- Complex Needs and Dyslexia Service (CNDS)
- Language, Communication and Interaction Service (LCIS)
- School Home Support (SHS)
- Child and Family Consultation Service (CFCS)
- Behaviour Support Service (BSS)
- Social Service

SEN Training

There is a continuing commitment to SEN training both in school and at the Learning Support Centre. The SENCO, teachers and teacher assistants all attend regular meetings and appropriate courses organised by Complex Needs and Dyslexia service and Language Communication Interaction service.

Special Facilities

Access to all teaching and play areas in the school are accessible for the wheelchair users. Separate toilet and shower for children who need assistance with toileting is also available inside the main building of the school. There is also a disabled toilet in the school's Community Room. We have a sensory room and ball pool on site

Arrangement for Considering Complaints

Parents are encouraged to speak initially to the SENCO or Head-teacher if a complaint arises. Advice may be sought from Newham Parents Support Network, the Educational Psychologist or other relevant external agencies. When necessary a parent can follow the LEA's formal complaints procedure printed in the school handbook.

To be reviewed : January 1st 2020