



Inclusion Policy 2023/24

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 the 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 the 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 all 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 the individual needs of the child

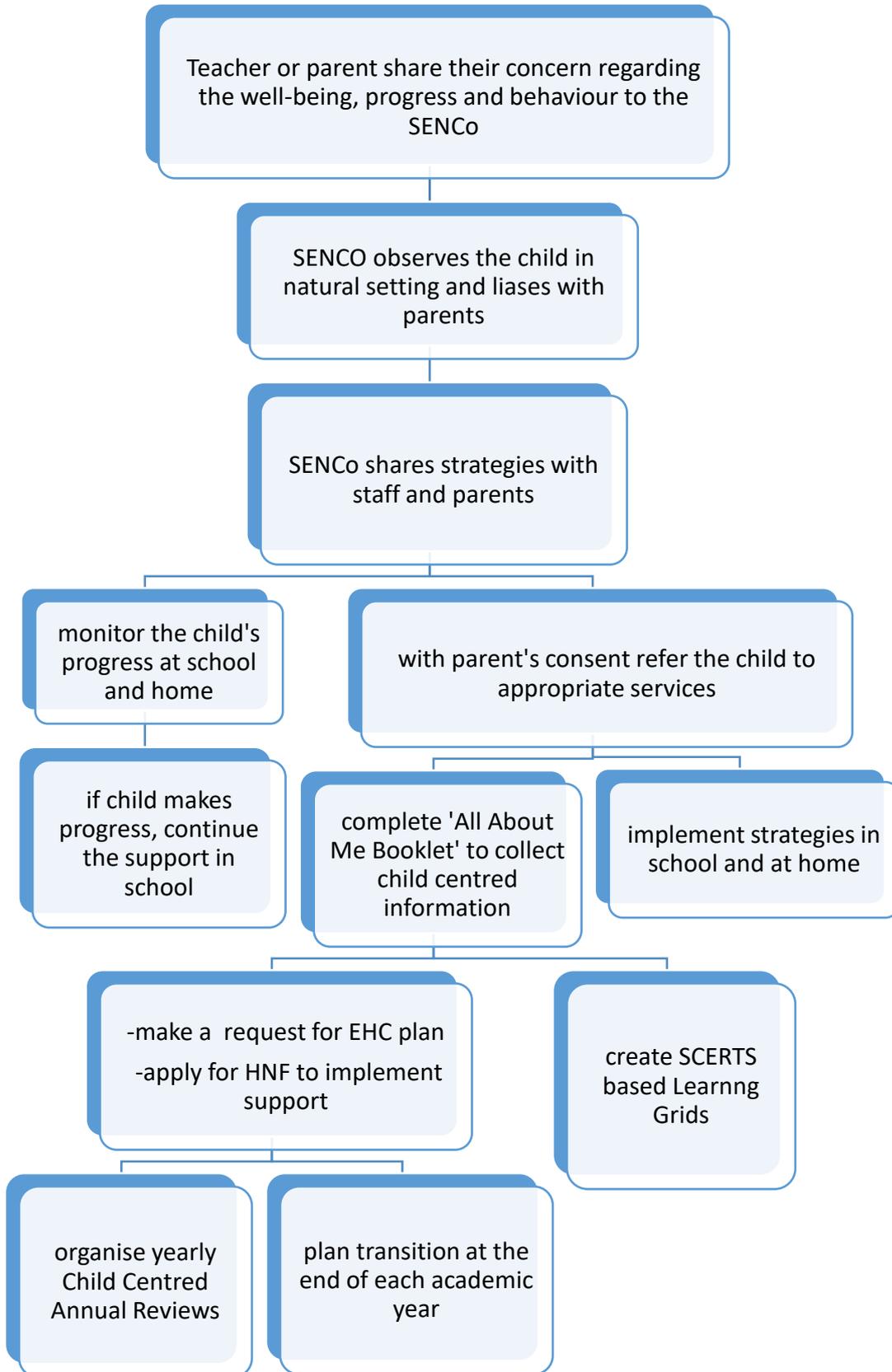
We also request information from the child's previous educational setting if they've had one; this helps us to identify the child's strengths and areas of needs that have a direct impact on the child's well-being and learning.

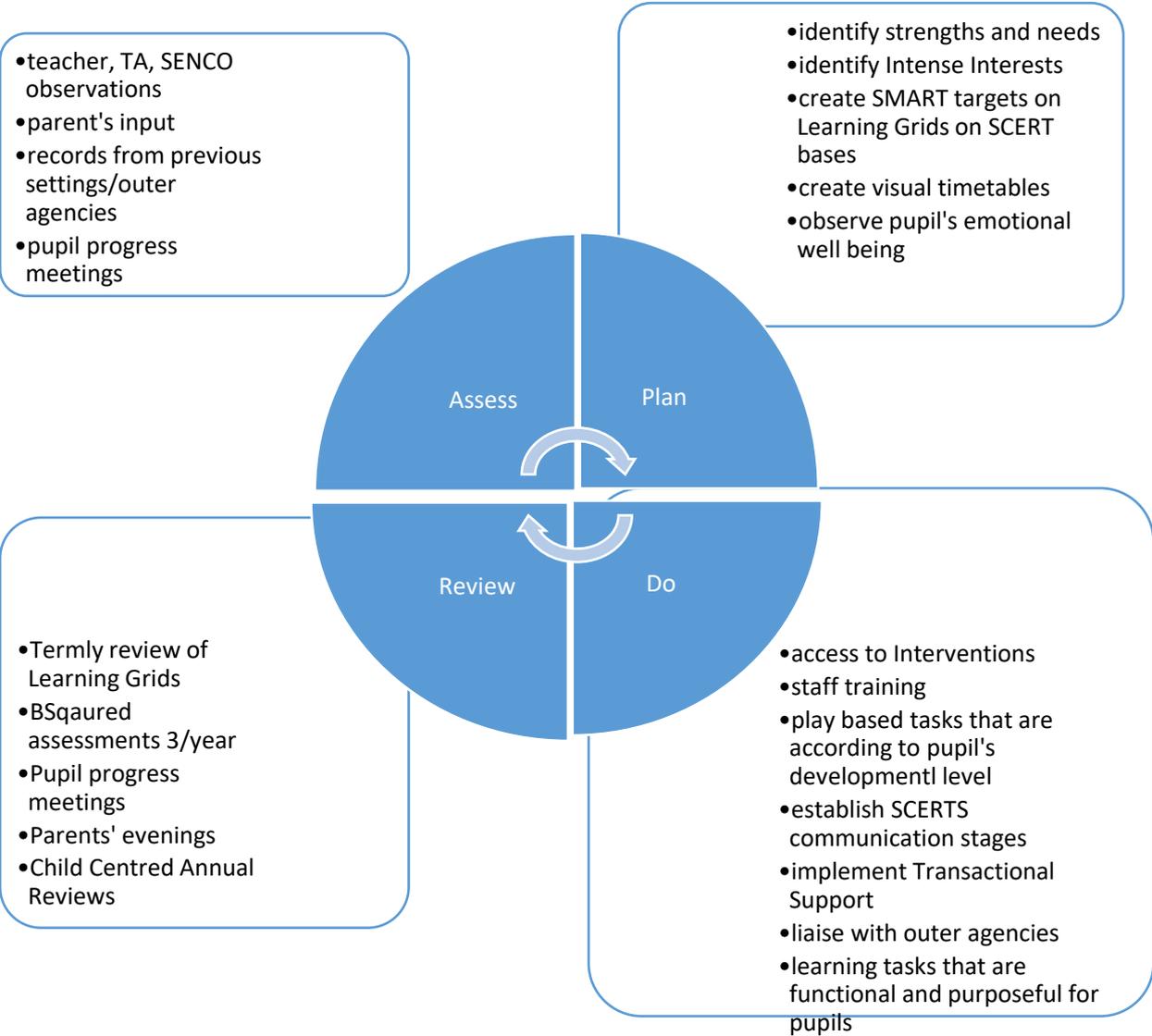
Children who are new to the country are given a term to settle before any additional support is offered unless there is an explicit need.

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. Her qualification includes post-graduation in Speech and Language Impairment and MA in Special Education Needs and disability. She has also gained the SENCO award which is a requirement to gain qualified SENCo status. She divides her time between working directly with pupils and running interventions. She also works very closely with parents to implement strategies at home and provide assistance to develop transition strategies from home to school if the child/parent is struggling. In addition, she also gets support from outer agencies such as Occupational therapy service, Language communication Interaction service, Pediatricians

SEND support
at
Odessa Infant school





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

Assess, plan, do, and review (see the previous page):

A 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.

Graduated approach helps

- to extend learning opportunities and remove barriers to learning
- put effective special educational provisions in place
- to meet the needs of children instead of focusing on 1:1 support

The SENCO meets every class teacher every other half term to discuss support for the whole class.

Children that need extra help are discussed at the meeting. Discussion content includes Identification of a child's strengths, areas of need, support and outcome leading interventions and referrals to the outside agencies. She also provides feed back to SLT pupil progress meetings to support teachers and pupils.

Every step is taken to promote the well-being of the child, parents and staff working with pupils with SEND.

Feedback from outside 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.

Parents' views on planning are valued and considered.

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, resources and adult support.

Support given to children is allocated on a basis of individual need.

For children who are not able to access a classroom based curriculum and need specialised individualised support, the school can request an Education Health Care Plan and apply for extra funding.

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 planned school visits.

We regularly make arrangements for all Year 2 children, to visit St. James Junior school and Godwin 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 can be approached to help pupils with SEND;

- 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)
- Child and Family Consultation Service (CFCS)
- Behaviour Support Service (BSS)
- Social Services

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 the Complex Needs and Dyslexia service and the Language Communication Interaction service.

Special Facilities

Access to all teaching and play areas in the school are accessible for wheelchair users.

A 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 office. We have a sensory room and ball pool on site

Arrangement for Considering Complaints

Parents are encouraged to speak initially to the SENCO or Headteacher 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 school's formal complaints procedure printed in the school handbook.

To be reviewed : January 2024