



Blue Gate Fields Infant School

Inclusion Policy

Agreed by staff
Agreed by governors

Date March 2019

Aims

Blue Gate Fields Infant School is committed to providing an appropriate and high quality education to all the children. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different individuals and groups of children within our school:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with additional learning needs;
- able and talented children (G&T);

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. (SEN code of practice 2014)

Children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision:

(a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

See Section 312, Education Act 1996

Definition of Gifted and Talented (G& T):

"Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities)." (DCSF 2008)

Objectives

For children with SEND we aim to:

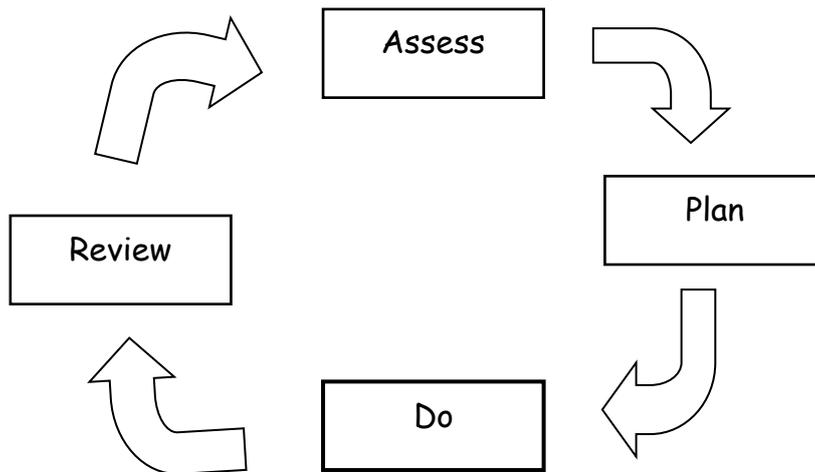
- Identify children's additional needs as early as possible.
- Adapt the curriculum or use of resources to meet individual needs.
- Ensure children make good progress
- Involve children and their parents in their learning

To aim to ensure that:

- There is consistency of teaching and learning for children with G&T, special educational needs or disability across the school.
- Children with additional needs, special educational needs, G&T or those who have a disability have their learning needs met.
- Effective teaching results in reaching high expectations of progress
- Parents are fully involved in their child's learning and are fully supported by our INCO and One Specialist Teacher
- Children's previous experiences and interests are used to extend their learning.
- The classroom and school environment is stimulating and encourages children to be independent learners. Areas within the school are provided for those children who need a quiet or blank space to work in.
- A range of learning environments are provided across the school to accommodate individual learning styles such as quiet and distraction free spaces to work in.
- Children evaluate their own learning and know what they need to do to make progress.
- Children develop the following attitudes to learning:
 - Independence
 - Perseverance
 - Concentration
 - Enjoyment
 - Confidence

We understand that we need to adapt our teaching to take account of children's different learning styles. We encourage the children to talk about and explain their learning.

Learning at Blue Gate Fields Infant School is based on the following cycle:



In addition, Children with an Education, Health and Care Plan (EHCP) have a Learning Review Booklet which makes individual educational programme targets explicit to the children. Each term they take this booklet to their Personal Support Plan (PSP) meeting. All professionals working with them are invited to the meeting along with their parents and all are invited to comment about progress in a child friendly manner.

Planning

The National Curriculum is central to planning a curriculum that meets the specific needs of individuals and groups of children. We meet these diverse needs by:

- Setting appropriate personalised learning challenges.
- Identifying potential barriers to learning, assessing individual's needs and providing appropriate provision.
- Providing opportunities to participate in extra-curricular activity.
- Directly relating our assessment to planning individual, group and whole class activities.

The curriculum is differentiated for children with special educational needs in the following way. As recommended in the SEN Code of Practice (2014), the school uses a graduated approach to assessment and provision. The school SEN support will take the form of a four part cycle of assess, plan, do and review where decisions and actions are revisited, refined and revised to enable a greater understanding of the pupils needs to secure outcomes.

Step 1	<p align="center">Universal SEND Support Quality first teaching Differentiation within the class. e.g. Talk boost, ELS, whole class speech and language therapy</p>	
Step 2 Assess, plan, do, review	<p align="center">Targeted SEND Support Provision is 'Additional to/different from' what is normally provided in class, Interventions are evidence based, short-term, assessed before and after delivery and 'needs specific' e.g. Early Words</p>	<p>SEN Support</p>
Step 3	<p align="center">Specialist SEND Support Involve outside agencies Access to more specialised intervention programs e.g. Direct Phonics.</p>	
<p>Education Health Care Plan (EHCP)</p>		

At the end of Step 2, the INCo will refer pupils who are still causing significant concern to the school's Educational Psychologist (EP) for further assessment and advice. Most of the EP recommendations for a pupil can be met with the pupil remaining at SEN Support. Where this is not possible the school make a '**Request for an EHCP assessment**' (with agreement of the parents/carers and EP) to determine whether it is necessary for the child to have an Education and Health Care Plan. The INCo is required to submit evidence to the Local Authority whose Pre-Assessment Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the Tower Hamlets current criteria for making an EHCP assessment (See Tower Hamlets Local Offer)

EHCP support

A child who has an EHCP will continue to have access to SEN Support level funding in addition to a top up funding according to banding. This can be used in a variety of ways. For example, specialist teacher input, additional adult support or special resources. We are committed to working against dependency on adult support by finding opportunities to work with pupils in groups or whole class settings to encourage pupils to become independent and confident. Furthermore, where a pupil requires support from an additional adult both in the morning and the afternoon, two adults are employed to ensure that the pupil has access to different support styles. All adults within the setting/ class are expected to work with the child at some point across the school week.

There will be an Annual Review, chaired by the INCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. Pupil progress is closely monitored using Foundation Level Scores, P Levels and/or Performance Indicators. Where possible termly reviews are also held and any professional working with the child will be invited to attend along with the parent.

Parents/carers are invited to contribute to the review in writing and to bring a named Independent Support Worker from the Tower Hamlets Parent Advice Centre (PAC).

Staff will seek to involve pupils with EHCP's in discussions about their individual progress. We run pupil centered annual reviews and take an active part in the EP service research on them. We aim to include the older children in their target setting and encourage and support them to take an active part in their Annual Reviews. We aim for this self-assessment to be an ongoing process throughout the year by using 'My Learning Review' and Personal Support Plans (PSPs) and making links with the PSHE curriculum. Pupils' understanding is supported by visuals and they are encouraged to record their views using audio-visual equipment shown at the Annual Review.

Assessment

The progress of pupils with additional needs, including gifted and talented pupils, is reviewed by the head teacher/SLT at the same termly intervals as for the rest of the class at pupil progress meetings using the school's tracker system. In addition, EHCP children have their progress monitored at termly review meetings. Class teachers meet with the INCo and Head teacher during pupil progress meeting to discuss progress and concerns regarding their class. Children not making progress must only be considered for intervention programmes. Careful consideration is also given to possible contributing factors such as poor attendance and social circumstances in assessing whether a child has a particular special need or just not reaching their full learning potential. If it is decided that the child has special educational needs the child's class teacher must formally notify the parents and sign a letter.

The Senior Leadership Team looks at data from the schools tracker to monitor progress and attainment. Data from Analyse school performance (ASP) is also analysed to find trends and how Blue Gate Infant School compares to others in the borough and nationally.

P Levels

If after the October half term, we predict that a Year 1 pupil will not be achieving the National Curriculum Points by the spring term they will be assessed using P levels as soon as they start Year 1. If the child is expected to achieve Nation Curriculum Points by the spring term Early Years profile points are used until then. P Levels will be used for at least Reading, Writing, Speaking and Listening, Math's and Science.

P levels should not normally be used in the Foundation Stage.

SCERTS (Social Communication Emotional Regulation and Transactional Support)

Children with Autism are assessed using SCERTS assessment alongside the EYFS profile points or P Levels. Children progress is tracked termly and targets are set during Termly Review meetings.

Admissions

Blue Gate Fields Infant School Admissions Policy is based on guidance issued by the London Borough of Tower Hamlets.

Where there is oversubscription, the following criteria apply for prioritising places:

1. Child in public care
2. Children with exceptional social, educational or medical needs such as:
 - Being at risk or having a Child Protection Plan.
 - Children or their parents who are disabled within the definition of the Disability Discrimination Act 2005. The DDA defines such a person as 'one who has a physical or mental impairment that has a substantial and long term effect on his or her ability to carry out normal day to day activities'.
 - Children with special educational needs.

Such applications must be supported by a report from at least one professional (for example GP or social worker).

Starting school

Parents/carers of children with an EHCP/ EHC pending will be invited to discuss the provision that can be made to meet their identified needs before pupils start school. Children are invited to a drop in taster day. Tower Hamlets Early Years Inclusion Coordinators/ EPs are responsible for planning Transition meetings with the school and outside agencies. Where this does not happen the INCo will initiate it. When making a decision about which class children with additional needs are allocated to, we take into account the needs of the child as well as the needs of other children in the class and the Year Group.

Where children with additional needs start school in a different year group, the INCo will contact the previous school and where possible organise a transition meeting and staff may pay a visit to the previous setting.

Transition

See policy and Appendix 2 for further details.

Transition within school

Pupils are re-allocated to each Year 1 class by gender and additional needs to ensure that there is continued parity between the three classes a balance in provision and opportunity.

All children have the opportunity to visit their new class and new teacher and to talk about any concerns that they may have. In addition to this, children with additional needs will have a personal transition plan, drawn up by the class teacher and INCo. This may include more time visiting the new class, additional meetings with the new class teacher to share information and PSP targets and additional meetings with the parents.

Moving to the Junior School.

The SENCo of the Junior school is invited to Year 2 annual reviews and or transition meetings and given information about any child with additional needs. All children make a new very inclusive and accessible 'All about me' moving on book which is given to their new teachers when they visit the Year 2 classes at the end of the summer term. This will include a writing sample and broad information about the children. Children have opportunity to visit their new environment as often as needed in consultation with the Junior SENCo.

Moving to a new school

If a child with SEND is moving to a new school, the INCo will arrange a transition meeting with the SENCo of the new school inviting professionals involved to ensure everyone has the relevant information prior to the child moving. The child will visit the school as much as needed and possible to ensure a smooth transition. A transition book will be made (if needed) to help the child understand the change they will experience.

Responsibilities

Class Teachers will:

- Be responsible for the progress and teaching of the children with SEND, G&T.
- Be responsible for identifying pupils experiencing difficulties.
- Discuss pupils causing concern with the INCo and parents/carers as early as possible.
- Be responsible for planning and evaluating differentiated activities in class to meet identified needs related closely to assessments.
- Support Teaching Assistants in delivering differentiated activities.
- Be responsible for ensuring planned interventions happen consistently and evaluating the effectiveness of the interventions in liaison with teaching assistants and the INCo.
- Ask the INCo if a child can be placed in an intervention before including them in a group.
- Seek opportunities to reinforce intervention targets in class.
- Have responsibility for accurate assessment of SEN pupils' progress in and outside the classroom.

- Write and update/ outcome PSPs/ Pupil profiles and to attend meetings with outside agencies to discuss progress.
- Ensure that parents have a copy of the PSP and are aware of intervention targets and pupil progress.
- Class teachers have the responsibility of informing parents when their child is placed on the SEN register.
- Ensure individual clipboards for pupils with an EHCP are kept tidy and the Adults' comments are summarised half termly in order to reduce paperwork in the files.

Teaching Assistants, Nursery Nurses and Support Staff will:

- Discuss pupils causing concern with the class teacher as early as possible.
- Deliver differentiated activities in class to meet identified needs as directed by the INCo and Class Teacher.
- Ensure planned interventions happen consistently in liaison with class teachers and the INCo.
- Seek opportunities to reinforce intervention targets in class.
- Contribute to record keeping and assessment procedures in liaison with class teachers and INCo.
- Participate in PSP reviews.

Subject Leaders within the school will:

- Monitor progress made by all pupils including SEND pupils.
- Make subject based resources available for SEND and for Gifted and Talented children.
- Monitor teachers' plans and ensure appropriate differentiation for SEND and G&T children is clearly visible, in consultation with the INCo.
- Ensure assessment procedures are appropriate for pupils with SEND in consultation with the INCo

The INCo will:

- Manage the day-to-day operation of this policy.
- Ensure provision is needs specific and interventions are evidenced based.

- Endeavour to involve parents in deciding outcomes, next steps, planning support and reinforcing learning at home.
- Arrange and co-ordinate SEND provision and ensure consistent delivery as far as is possible, in consultation with parent, child and class teachers.
- Manage the timetables of teaching assistants working on additional programmes with identified pupils.
- Manage arrangements for monitoring, reviewing and evaluating the effectiveness of SEND provision and pupil progress.
- After discussion with the Specialist Teachers, report on the effectiveness of provision/interventions to the senior management team and through them to governors.
- Disseminate new initiatives that support pupils with SEND/ G&T and share good practice with all teachers.

The head teacher will:

- Meet with the INCo regularly.
- Report on the number of children with Special Educational Needs or Disability to the Governing Body.
- Monitor the provision and report to governors.
- Will liaise with INCo about funding.
- Have overall responsibility for the budget.
- Will inform the INCo **before** new children arrive if they are new arrivals or have Special Educational Needs and are Gifted and Talented.

Governors will:

- Identify one governor (or several) with a special interest in SEND.
- Report on the effectiveness of the SEN policy in their annual report to parents.
- Use their best endeavours to ensure that pupils' special educational needs are identified and provided for.
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils.
- Will meet with INCo annually.

Overall monitoring

- The INCo will work with the senior management team to review the overall pattern of SEND support on an annual basis.
- Individual pupil's SEN files are checked every term
- Class planning is reviewed by subject leaders
- Progress is monitored during Termly/Annual/Class Reviews/Pupil Progress Meetings
- When monitoring teaching, the leadership team comment specifically on provision for children with special and additional needs.

Staff Training

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged in relation to these targets. All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level. Staff are required to complete a training evaluation form after each course they attend.

In-house additional needs and Inclusion training is provided through staff meetings, twilight sessions and whole day inset by the INCo but also involvement from outside agencies including Phoenix, SLS, SaLT and EP offering advice and support to individual class teachers. Also the INCo, and Specialist Teacher meet weekly with the teaching assistants who support the EHCP pupils to deliver training, share good practise, resources and problem solve. INCo and Specialist Teachers model specific teaching techniques to teaching assistants who will be implementing additional interventions, e.g. Direct Phonics groups.

The INCo attends the SENCo conference every term, arranged by Tower Hamlets to discuss current SEN issues and new policy and initiatives.

Links with Health and Wellbeing, Social Services, Educational Welfare Services and voluntary services which work to support pupils with SEND

The **Educational Psychologist** visits the school at least nine times a year. In addition, planning meetings are held at the beginning of each term with the INCo to discuss the purpose of the visits and planned programmes. This is reviewed at the end of the year.

Specialist Teachers from the Phoenix Outreach Service for autistic pupils and the Support

for Learning Service, Sensory Needs Team (Visual Impairment Team/ Deaf and Partially Hearing) visit regularly and attend Termly /Annual Reviews to support children with EHCP. We can also access specialist equipment, advice and training from Stephen Hawking School for pupils with severe disabilities. The specialist teachers also support the staff and children within the classroom where this is indicated on an EHCP. Class teachers are expected to share their planning with these specialist teachers in order to access their specialist knowledge and advice and to make the best use of this service.

The school's Home/School worker Patricia Lowe liaises with the school nurse, social services, the School's Attendance and Welfare Officer, the INCo and the Head Teacher.

Where necessary, regular referrals are made to the following services:

- Speech and Language Therapy (SALT)
- Physiotherapy
- Occupational Therapy
- Child and Adolescent Mental Health Service (CAMHS)
- Family Advice Centre (used to be PAC)
- Family Information Service
- Children with Disabilities Team
- Support for Learning Service (, Hearing Impaired Service, Visual Impairment Service, Physical Impairment Team and Language and Communication Team).
- Short breaks coordinator
- Child Health Service
- Children Centres
- Playgroups and Nurseries
- Social Inclusion Panel (meets fortnightly)

School Nursing Service

From Reception, if any concerns are raised regarding the health of a child to the INCo, a referral to the school nurse can be made by the Class Teacher. In Key Stage 1, where there is no automatic health screening, Class Teachers are expected to inform the INCo or Family Liaison Officer of concerns so a joint referral to the nurse can be made as appropriate.

Social Services and the Education Welfare Service will be accessed through the school's Family Liaison Officer, Patricia Lowe and or the Head Teacher. Class teachers will alert the Family Liaison Officer (or if she is not available the Head Teacher) of any concerns. The Family Liaison Officer or Head Teacher will inform and liaise with the INCo so they can oversee all SEND pupils and be kept up to date. Multi-disciplinary 'Team around the child' meetings are held to enable consistency and collaboration across services where significant concerns exist.

Arrangements for partnership with parents

The concept of parents as partners is central to the new SEN Code of Practice (2014). Class teachers must inform parents/carers about their child's progress at school in relation to the national averages expected and regarding any difficulties at the earliest stage possible.

- Parents/carers are strongly encouraged to attend review meetings/consultation evenings where they will have the opportunity to discuss their child's progress in class and where appropriate, in intervention groups working towards individualised targets. Annual and Termly Reviews are person-centred meetings where we always try to make sure that the child attends for as long as possible and both their needs and strengths are discussed. We endeavour to make parents fully aware of any additional needs their child has and how the school is providing for them. Parents/carers are given specific and achievable suggestions as to how they can help at home so that all parents/carers leave the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed. A copy of review meeting minutes will be given to parents/carers after the meetings.
- We use an interpreter wherever we can to promote the effective home-school dialogue.
- Parents/carers are invited to make other appointments with the INCo upon request.
- We will ensure that all parents/carers are given information about local services via the school Report, the Local offer, the Family Advice Centre and Family Information Service as soon as a child has been identified as having special educational needs.
- Parents/carers are invited to attend and contribute verbally and in writing, to the Annual Reviews of pupils with an EHCP. Translation will be available if necessary and informal meetings with the INCo, before the Annual Reviews, may be offered to help parents contribute effectively to and understand the purpose of the meetings. Person Centred Review leaflets will be sent home prior to Annual Reviews.
- Parents/carers are invited to attend training about SEND offered by the school/ Outside agencies

Cross Curricular Links

This is embedded throughout the planning.

Equal Opportunities (See appendix 1 for further details)

We welcome our responsibility under the Equality Duty 2011 to have due regard to:

- eliminating unlawful discrimination, harassment and victimisation and other conduct prohibited by the Equality Act 2010;
- advancing equality of opportunity between people who share a protected characteristic and people who do not share it which means fostering good relations between these different groups of people.

The Equality Duty covers the following protected characteristics:

- age
- disability (including children with special educational needs)
- gender reassignment
- pregnancy and maternity
- race - this includes ethnic or national origins, colour or nationality
- religion or belief - this includes lack of belief
- sex
- sexual orientation

Accessibility See separate policy and Appendix 1

Our Disability and Equality Policy outlines the approach we have towards accessibility. We consider accessibility of provision, premises and communication. We endeavour to make reasonable adjustments such as differentiating the curriculum, providing a lift key to the first floor and translating letters as part of our everyday practice. We continue to strive for better accessibility through our School Development Plan.

This Inclusion policy was approved by governors in March 2019 and signed by the chair of governors.

.....Chair of governors.

.....Date

This policy will be reviewed in March 2020.

Appendix 1

Disability and Equality Policy

Accessibility Plans and making reasonable adjustments

10 children have Education Health Care Plans (EHCP)

Curriculum

- Class teachers must ensure that planning makes clear that it is addressing the needs of children with additional and special needs. This includes considering the learning styles of all children, their particular interests and how support staff will be used.
- Additional provision is made for children with disabilities e.g. access to specialist resources or equipment and a differentiated curriculum.
- Personal Support Plans are written and reviewed termly in collaboration with parents and pupils (where appropriate).
- Visual timetables and Signalong is used to support children with specific needs.
- Trips and visits are planned to ensure that all children are able to participate and travel with their peers wherever possible. A risk assessment is carried out and reasonable adjustments made to ensure that children with disabilities are included such as additional adults, providing a social story beforehand or using a wrist strap. Only if a child is in danger or significantly distressed will a taxi be called to return them and their supporting adult to school. The child will travel with one adult but another adult will ensure they are in the taxi safely and are met at school by another adult. This is subject to change depending on the need of the child.
- Road safety lessons with parents and TAs together.
- Pupil voice - PHSE -School Council - specifically taught and encouraged to express their preferences and needs using 'My Review booklet'
- Positive role models visiting the school
- Afterschool clubs that are inclusive
- Extra creative arts opportunities and life skills - Drake music

Premises

- Seating has been provided along the entrance to the school.
- There is an adult and child accessible toilet on the junior side of the school with adjustable changing bench and washing facilities.
- Blinds have been installed to prevent glare.
- There is a lift providing wheelchair access to the first floor.
- Swipe card security has been fitted to the sensory room doors.
- Staff to ensure that there is easy access around classrooms and to all exits.

Communication

- We are aware that not all parents are able to access written or verbal information. So school staff endeavour to translate or read information to parents where necessary.
- We consider the font size in our communication to parents. We publish documents in a large font if requested for visual impaired parents.
- Parents with hearing impairments may need additional support such as being invited to bring along a supportive adult to meetings or seeking support from the Sensory Needs Service.
- Class teachers are expected to use a piece of software called 'Communication in Print' to support pupils' understanding of what they read, express their feelings/ preferences and to help us communicate to pupils about what is going to happen next in their day.
- Pupil profiles for all EHCP children will be displayed on classroom walls to inform all staff and supply teachers

Social Relationships:

We aim to include children with physical and learning disabilities into all aspects of school life. Children are taught to consider the needs of these children through PHSE lessons. Adults encourage children with disabilities to participate in playground activities and clubs supporting where necessary.

Appendix 2

Transition guidelines

Nursery children transferring to reception

- Children will transfer within their unit, e.g. Saturn nursery will become Saturn reception.
- There will be at least one member of staff that stays the same whom the children are familiar with.
- At the beginning of the day in Reception the children are still encouraged to find their names and choose an activity within the classroom. This will give staff time to talk to and get to know parents and the children will be more confident within a familiar routine.
- New reception children (who have not been to the nursery) will be visited at home and invited into school for the drop in sessions. If possible this will take place in the last half term of the summer term (depending on pupil services lists of children staying the same).
- Special books will be passed on from nursery. Reception staff to discuss these with parents when the children are settled, during parent class meetings and parent autumn term conferences.
- At the end of the nursery year children to have their photos taken ready for September.
- At the end of the nursery year, ensure that information is handed over to the next teacher and any issues are highlighted.
- TA's working with SEN children will shadow at the end of the year before the new term starts.
- Children with SEN to have 1-1 meetings with the new class teacher, INCo and any outside agencies that are involved. Information and expectations will be shared about the child. Follow up meetings to be arranged as appropriate.
- New children will have shorter sessions to help them settle into school. They should be encouraged to have home dinners for the first week.
- To have a meeting within the first 2/ 3 weeks of the reception year, to discuss behaviour and progress with the new teacher.
- At the beginning of Reception lunches, cutlery to be set out on the tables ready for the children, with water. Children to be taken slightly earlier in the hall and nursery and reception MDS to help serve salad and bread etc... for that first week (there will be no nursery dinners)
- Staff to eat dinner in the hall with the children for the first week.
- There will be no focussed activities planned for the first week. This is an opportunity for the staff to get to know the children within the class and their interests.
- Children to have their mark-making book from nursery to share with the Reception staff and other children.

Reception children transferring to year 1

- At the end of the reception year parents to be invited to visit their child's new Year 1 class.
- Transition meetings for parents organised in the second half summer term. Parents to discuss main changes within the meeting. Emphasise parents are not allowed up the stairs in the morning. The children must go up by themselves.
- At the beginning of the autumn term, parents to be allowed to see their child into their new classroom upstairs, being clear that this is for the first few days only.
- Remind parents they can always see the teachers at the end of the day if there is anything they need to discuss.
- To develop a booklet for children, this is what I need when I go into year 1. My name is... My class is... I need... Children to draw pictures to accompany the booklet and take home during the summer holiday. Include a photo.
- Encourage a "me map" - child photo in the middle of the page and round the photo include favourite toy, my family, who are my friends, what I like doing, what my teacher needs to know, etc.
- Reception classes to build up their literacy and maths focussed times during the last half of the summer term.
- The first half term of year 1 to follow the reception structure of the day. To build on where the children are on the FSP.
- Use the end of the foundation stage assessments when planning appropriate activities for all children.
- All staff to transfer information on the children to the new teacher, including observations undertaken. Any medical information or specific needs to be discussed with the next teacher.
- Extend morning play and afternoon play for all year 1 children. Use the outdoor area more when planning activities as children are used to choosing in / out activities.
- During the first few weeks, activities will be planned to include free flow between the 3 year one classes and to encourage the children to meet up with their friends.
- Children meet their new teacher at new classes' session. Teachers to swap story sessions to introduce themselves to their new class.
- Reception teachers have to meet with the 3 year 1 teachers. Time to be put aside for these meetings.
- More than 1 visit needed to their new class. Discuss differences e.g. spelling cards, reading time after dinner etc.
- Badges to be made for new children - I am in Jupiter / Moon / Mars
- Welcome packs for every class to be made including photos of staff and what they will be doing for the first couple of weeks / routines.
- To discuss in the School Council transition and changes that can occur.
- Time needs to be set aside for handover meetings.

Transition from year 1 to year 2

- Children to visit their new classes and meet their new teachers where possible
- Year 1 children could think of questions to ask year 2 children
- New Year 2 teachers to visit children in their year 1 classes
- Assessments and any relevant information to be passed on to new teachers during the second half of the summer term
- Meet the parents before the holidays
- To have 3 transition sessions instead of just 1.

Transition from year 2 to year 3

- Liaise with the junior school to arrange a day for year 2 children to visit the year 3 classes and if possible to meet their new teachers.
- Year 3 teachers to come and visit the year 2 children in their classes and take a carpet session - story time, discussion etc. The classes may be mixed up on entry to the junior school.
- All Year 2 pupils to make an 'all about me' transition book in an accessible format for all children.
- Records, transition all about me books and a writing sample to be transferred to the junior school in good time during the second half of the summer term - e.g. SEN, what the children have covered, levels the children are working at, medical information, any home issues, attendance and any issues.
- Invite the junior SENCO to attend all year 2 annual reviews during the summer term and the end of year transition meetings for year 2 children with an EHCP. The junior SENCO also to be invited to the SEN review meetings during the summer term.
- Children with SEN will have a 1-1 meeting with the new class teacher, SENCO and any outside agencies that are involved. Follow on meetings will be arranged as appropriate.
- Children worry they will be bullied by the bigger children as they will be the youngest. Plan PSHE sessions to discuss changes and feelings. What they could do etc.
- Hold pupil voice sessions - discuss the transition. Encourage year 3 children to come back and talk about what it was like moving to the junior school. Invite the junior school councillors to come over and discuss their school with each year 2 class. Encourage them to answer any questions the children may have.
- Discuss with parents the changes that will occur. Parents are sometimes too focussed on SATS levels and their child's group. These will all be different in the junior school.
- Year 2 teachers to discuss planning with the year 3 teachers and what they have covered to prevent repetition.
- Year 2 children to make up questions to take on their visit to the new Year 3 class.
- SEND pupils to be given additional opportunities to visit the juniors
- Junior TAs to be invited to meet before transfer for SEND pupils where possible and to work with the pupils if possible at least once.

- During the autumn term, follow up on the transition by asking the children how they are doing and how they found the changes - what information could have helped them?

Appendix 3

Learning Policy

Learning for children with Special Education Needs

Access to learning and the curriculum

The school will ensure that all children have access to a broad and balanced curriculum, and that the National Curriculum's programmes of study are used flexibly enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.) Learning opportunities will be absorbing, rewarding and effectively differentiated using diverse teaching styles.

Differentiation takes a variety of forms within teacher planning. Learning intentions are made explicit and then activities may be adapted, by task, outcome or support. Alternative methods of responding or recording may also be planned for as appropriate such as drawing, taping, mind-mapping, video and photos.

Children with sensory or mobility impairments or a specific learning difficulty will be assisted to access the curriculum through specialist resources such as ICT where this is appropriate. Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring, maximum independence, collaborative learning while encouraging learning through hands on experiences.

The school uses a range of mediums and strategies to assess progress (such as taping, role-play and drama, video, observations, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

The school also tries to ensure that there are positive images of disabled children and adults in displays and resources and positively encourages pupils to attend extra-curricular activities to ensure that the hidden curriculum is barrier free for such pupils.

Appendix 4

Example of a Costed Provision Map

**BLUE GATE FIELD
INFANT SCHOOL COSTED
PROVISION MAP**



Name of
pupil _____

Class/Year
group _____

2016-2017

Area of need	Intervention	Details	Cost in Time	Approx termly cost	Notes
SPEECH, LANGUAGE AND COMMUNICATION NEEDS	Speech and Language Therapy	Initial assessment from therapist 1:1	30 mins per session	£27.50 per session	
		Individual in class observation	30 mins per session	£27.50 per session	
		Consultation time for class teacher or TA	30 min per session	£27.50	
		Language groups led by speech therapist (4-6 pupils)	30 mins per session once a week plus 1 hour write up time	£82.50 per session 1:4 £20.60 per pupil 1:6 £13.75 per pupil	
		Language groups led by TA (4-6 pupils)	30 mins per session 1 x week for 12 week programme	£120 for group 1:4 £30 per pupil 1:6 £20 per pupil	
		Individual therapy sessions working 1:1 with SALT.	30 mins per session Block of 6 sessions	£27.50 per session £165 for block of 6	
		Follow up sessions with TA	2 x week 45 mins (30mins direct + write up time) (10 week block)	£300	
		Delivering training to TAs	1hr Session	£55	
		Attending meeting for advice	1hr including prep time	£55	
		Early Year Language group	Time to Talk - LDA TA/ Nursery Nurse led	30 mins per session x 2 per week 20 week programme	£400 for group Per pupil: £100