

# The White House Preparatory School

## Woodentops Kindergarten and Woodentops Day Nursery

### PREP SCHOOL and EARLY YEARS INCLUSION and SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

The White House and Woodentops Kindergarten and Day Nursery believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

The school is committed to providing an appropriate and high quality education to children living in our local area. We believe that all children have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We pay particular attention to the provision for and the achievement of

- girls and boys, men and women
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with 'Special Educational Needs and Disability' (SEND)
- learners who are disabled
- those who are 'gifted and talented'

We aim for this school environment to be one in which all children can thrive with appropriate regard to their rights and preferences as individuals. All children should be valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where children can flourish and feel safe. Inclusion is most likely to be successful if the diversity of all school members is recognised and valued. The school recognises that individuals are unique in their interests, abilities, motivation and learning needs. All members of the school are entitled to be treated with respect and have their views taken into account.

Part of the school's strategic planning is to develop and improve the cultures, policies

and practices to include all learners. We aim to engender a sense of community, but also to respond to children in ways that take account of their varied life experiences and needs. As a school we consider our School Development Plan, Access Plan, Curriculum policies and particularly our Anti-Bullying, Admissions, Assessment, Behaviour, Child Protection, Discipline, Disclosure, Equal Opportunities, Health & Safety, INSET and Staff Development policies to be seen as part of our continuing approach to improving our inclusion strategies.

Children, including those identified as having 'special educational needs' have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

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

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 differentiate work as part of quality first teaching
- small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

Our commitment to educational inclusion is evinced by the following practical strategies in the areas of:

- i) Physical access
- ii) Resources
- iii) Communication
- iv) Attitudes and collective responsibility.

i) Physical access.

The school provides a welcoming environment for all members and visitors, and staff are actively encouraged to address issues of inaccessibility by changing the environment to enable access. Appropriate doorways, ramps (to the Foundation Years department) and parking are available for wheelchair access and the outdoor play area is also easily accessible. There are allocated quiet areas and there are accessible toilet and washing facilities, with space for changing a child's clothes. At present there are no ramp facilities to the Day Nursery. There are on-going discussions with the planners for this provision.

ii) Resources.

Learners: The range of library, reading books, games and toys have positive images of people with disabilities. Toys and equipment, work and displays around the school celebrate the diversities in society by the use of positive, inclusive images. Computers and programmes are accessible to all the children and adults. Toys and

equipment are placed at appropriate levels for open access for all children. The school invites self-employed, specialist teachers into the school to give children with special educational needs and Disability individual or paired lessons. These teachers are responsible to the school and work through the SENDCO but the financial arrangements are made privately between the teacher and parents.

### iii) Communication

New parents/carers, children, staff are informed of the school's Inclusive policy, ethos and practice. Staff use various varieties of ways to communicate eg. Photographs, pictures, large print. They use positive language and challenge offensive disabilities language. The SENDCO offers advice to parents/carers about other organisations/schools that offer support. The home/school books provide a positive system of communication and staff offer parent/carers opportunities to inform them about their child. The parent/carers are involved in decisions to be made about how their child is being supported and the staff are pro-active in supporting a child's transition to a new school.

### iv) Attitudes & collective responsibility

The Principal and Headmaster have a commitment to valuing the whole child and enabling the individual to develop his/her skills. They also have an understanding of the Social Model of Disability and keep up to date with legislation and good practice. Outside agencies are used for support and advice and all policies are based upon inclusive principles. All children are welcomed and valued and the whole staff team is committed to inclusion and supported to discuss their concerns, triumphs and good practice on a regular basis. The Principal and Headmaster ensure that curriculum plans provide a full entitlement for all pupils. The role of LSA's is valued and they are supported and appropriate training is available.

### Roles and Responsibilities

The Headmaster is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

In line with the recommendations in the SEN Code of Practice 2014, the SENDCO will oversee the day- to-day operation of this policy.

The Class teacher liaises with the Headmaster and the SENDCO to agree which pupils require additional support because of a special educational need and need to go on the school's SEND list.

They also ensure there is adequate opportunity for pupils with special educational needs to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies.

There will be an annual review of Statements/Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014).

### 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-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.

- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Our approach to IEPs, which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows:
  - Our IEPs are a planning, teaching and reviewing tool 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.
  - Our IEPs will only record that which is *additional to or different from* the differentiated 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 – they will not simply be “more literacy” or “more maths”.
- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list and, in addition to this, will have an Annual Review of their statement/plan.
- Our review procedures fully comply with the Special Educational Needs Code of Practice within the Lambeth policy and guidance - particularly with regard to the timescales set out within the process.

### **What is SEND?**

A child has special needs requiring differentiated educational provision if he or she has a learning difficulty, disability or is gifted.

In weekly staff meeting teachers are given the opportunity to bring up any concerns and observations regarding a child’s learning and development

### **Learning Difficulty**

A child has a learning difficulty if:

- a) he or she has a significantly greater degree of difficulty in learning than the majority of children of his or her age.
- or
- b) he or she has an impairment which prevents or hinders the use of educational facilities generally provided for children his or her age or has serious health issues that may prevent continuous education.

### **Gifted or More Able Children**

Gifted children are recognised as having Special Educational Needs and will be identified and extended in class by relevant teachers. These needs may be academic or may occur in sport, music, drama, art, computing.

## **SEND Academic Provision**

Strategies:

- a) Inclusion
- b) Differentiation
- c) Enrichment/extension
- d) Individual or small group lessons

### **Partnership with Parents/Carers and involvement of pupils.**

The school aims to work in partnership with parents and carers by giving them opportunities to play an active and valued role in their child's education and keeping parents and carers informed and giving support during assessment and any related decision-making process.

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g. autism, visual impairment etc.).

Where possible we include pupils in decision making and exercising choice either through verbal or non-verbal communication.

Children are encouraged to know what their targets are and why they have them.

<b>Policy will be reviewed annually</b>			
Policy reviewed:	Sept 2016	By:	Headmaster +SENDCO
Policy reviewed:	Sept 2017	By:	Headmaster +SENDCO
Policy reviewed:	Sept 2018	By:	Headmaster + SENDCO
To be reviewed:	Sept 2019	By:	Headmaster + SENDCO