



Inclusion at Offham Primary School 2016 - 2017.

As part of our commitment to inform parents about our work at school we provide an annual report on Inclusion, this includes Special Educational Needs (SEN). This information appears yearly on our school website. Inclusion is addressed by all staff on a daily basis, with additional support provided for pupils' specific needs. For further information, please look at our SEN and D Policy.

The SEND Code of Practice

In 2014 the DfE launched the new Code of Practice and have written a guide for parents on <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Organisation in Our School

Our school is an inclusive school and the good practice is recognised by a local authority advisor. To ensure inclusive practice, the following are in place:

- Six times yearly one-to-one meetings (Pupil Progress Meetings), with the Head teacher and Deputy to discuss individual pupils' educational, emotional and social progress. An emphasis is placed on Quality First Teaching (teachers meeting the pupils' needs within the classroom environment.)
- Termly provision maps informing parents of Quality First Teaching (QFT) and extra provisions for all pupils including SEN and Gifted and Talented (G&T.)
- Range of intervention groups or 1:1 support in place to enable all pupils to make expected or accelerated progress.
- Three times yearly detailed analysis of groups, by Inclusion Manager, to ensure impact on pupils' progress and inform future inclusive practice.

Access Arrangements

As stated by the 2010 Equality Act, schools have a duty to make reasonable adjustments for disabled children. For schools, the duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Our philosophy at Offham is to include all children in all of the learning that takes place, including outdoor learning and school trips. Children with additional needs many need special consideration in order to ensure that they can participate, for example by ensuring that 1:1 support is available for a child with complex needs or ensuring a wheelchair is available for a disabled child who may not be able to walk as well as his/her able-bodied class-mates.

Parents are often invited to school trips to provide an appropriate level of supervision and ensure the safety and well-being of all.

Our school environment is all one-level with a second-level accessible via a lift. We also have a disabled toilet and access to the car park via a ramp.

Admission Policy

Children with additional needs are welcome at Offham. If you are the parent of a child with additional needs and are considering applying for a place at Offham for your child, you may wish to contact the SENCO to discuss his / her needs and how they could be met. Parents of children with additional needs will be invited to meet with the SENCO prior to their child starting at Offham in order that the school has a good understanding of the child's needs and can insure appropriate support and provision is in place. If appropriate, introductory visits or part-time arrangements will be made for children with complex needs.

The SENCO liaises with colleagues in nurseries, pre-school settings and secondary schools in order to ensure appropriate transition arrangements are in place. Year Six teachers plan lessons during the summer term in order to prepare children for secondary school. Visits to local secondary schools are arranged for children who will be transferring to them. In addition, there are clear transition arrangements made at the end of each academic year for individual pupils to ensure a smooth handover.

Support

Class teachers, trainee teachers and teaching assistants are responsible for providing pastoral, medical and social support to the children within their classes. This includes supporting children with behavioural difficulties. Responsibility is shared by all supervising adults on duty at play and lunchtimes.

In addition to Quality First Teaching (QFT), a number of additional interventions are run by trained teaching assistants. These are carried out in small groups or 1:1 support for individual pupils.

- BEAM/+ (Balance education and movement) – focussing on motor skills.
- Sensory Circuits
- Literacy focus and booster groups - reading and writing
- Numeracy focus and booster groups
- Social Groups – emotional, social and communication
- Play Therapy - emotional, social and communication
- Chatterbox - time for pupils to talk
- Memory Magic
- Daily reading
- Speech and language
- Phonics
- Write Dance and/or handwriting groups
- Beanstalk (reading)

Training

To ensure our staff provide the best possible learning opportunities for all pupils, the following professional development is planned for this year:

- Achieving 'Greater Depth' in Maths
- Phonics recap
- KS1 and KS2 SATs updates
- SEN Accreditation Award
- NPQML (National Professional Qualification Middle Leader)

- Data Analysis – DeTracker training
- Child Protection
- Moderations – Cluster and District
- First Aid
- ASD (Autistic Spectrum Disorder) Awareness
- Dyslexia Awareness
- Helping Children bounce back from Divorce and Separation

Resources

To enhance pupils learning, TAs (Teaching Assistants) are used to support pupils' progress in Literacy and Numeracy in each class every morning. This is the same TA in each class daily for continuity. In the afternoon, every TA focuses on their specialist area across the school. These are as follows:

- Modern Foreign Languages (French)
- Numeracy
- Speech and Language
- Social skills
- Phonics
- Speech and Language
- PE
- Write Dance
- BEAM
- Sensory Circuits
- Memory Magic

Two Higher Level TAs are used for some teaching sessions.

One Foundation Stage (Reception) specialist TA works within the Foundation Stage class throughout the week.

The Inclusion Manager, in conjunction with the Head Teacher and Governing Body, allocates the SEN funding. This year funding is being spent on:

- Dyslexia Support programme
- Dyslexia Screening programme
- Specific outside agency requirements for pupils
- Hands-on resources for intervention groups
- Resources for specific 1:1 needs
- CPD (continuous professional development)

Outside Agencies

The following Outside Agencies have been accessed by the school in order to support pupils' needs:

- Specialist Teaching Service
- Speech and Language Therapy
- Occupational Therapy
- Counselling
- LIFT (Local Inclusion Forum Team)
- Play Therapist

Working Together

At Offham we value and encourage a close working relationship with our pupils' families. This ensures any concern regarding progress or wellbeing can be addressed swiftly and effectively. Parents are informed of their children's progress and profile by; Parents' Evenings, provision maps and meetings with the class teacher or Inclusion Manager.

Pupil Profile

Profile	Number	Percentage
SEN with a plan (EHC/Statement)	2	1%
SEN without a plan	3	5.2%
FSM (Free Schools Meals)	2	1%
PP (Pupil Premium) (FSM, past FSM, Service children and CIC)	4	2%
EAL (English as an Additional Language)	5	2.5%
MEG (Multi Ethnic Group)	19	9.5%
CIC (Child in Care)	2	1%
G&T (Gifted & Talented) Reading	5	2.5%
G&T (Gifted & Talented) Writing	6	3%
G&T (Gifted & Talented) Maths	7	3.5%

Inclusion Manager: Rebecca Rodgers
Inclusion Governor: Stephen MacDonald-Gay and Clare Innes
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