

FORESTDALE PRIMARY SCHOOL



SEND And Inclusion Policy 2025-26

Forestdale Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

At Forestdale Primary School we **believe** every child is given the best opportunities to **aspire** in their learning and to **excel** in their standards. This is reflected in the school values we expect all staff and children to demonstrate.

SENDCo – Mrs Lara Billingham

SEND Governor – Mr Adrian Ridge

Introduction

All children have a right to education and the opportunity to fulfil their potential. We aim to personalise education and to make education more responsive to the diverse needs of individual children within our school community under the Equality Act 2010 and SEND code of practice (2014).

At Forestdale all staff are committed to valuing and promoting the inclusion of all children. We aim to identify the individual needs of each child as they arise and will provide teaching and learning contexts to enable every child to achieve their potential. We will model inclusion in all our school policies and practice.

Forestdale is committed to inclusion and part of our strategic planning for improvement is to develop cultures, policies and practices that will include all learners. We believe that educational inclusion is about equal opportunities for all, whatever their age, gender, ethnicity, physical ability and background. We pay particular attention to the provision for and the achievement of different groups of learners.

This policy will ensure that we meet the needs of children who experience barriers to learning, which may relate to sensory or physical needs, learning difficulties or emotional or social development, or it may relate to factors in their environment, including the learning environment they experience in school.

Forestdale sees the inclusion of children as having special educational needs as an equal opportunities issue. All children are entitled to a balanced and broad curriculum differentiated appropriately.

The development and monitoring of the school's policy and provision on inclusion will be undertaken by all staff and monitored by SLT and Governors.

The school is committed to providing an inclusive community and meeting the needs of all its pupils and ensuring that they have access to the broad and balanced curriculum to which they are entitled. The National Curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of pupils.

An inclusive curriculum at Forestdale will

Set suitable learning challenges

Respond to pupils' diverse learning needs and make reasonable adjustments.

Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school will strive to provide other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of pupils: through intervention, ESPD plans and support plans, for example

- speech and language therapy
- gross and fine motor skills
- communication skills

- social skills
- social use of language
- thinking and memory skills
- emotional and behavioural support
- mental health support

However this will change depending on the diverse needs of the children of Forestdale.

PRINCIPLES AND AIMS

Objectives

1.To ensure the SEND Policy are implemented effectively throughout the school	▪ To meet with relevant staff and appointed SEND Governor on a regular basis. ▪ To carry out regular audits of the school buildings to ensure provision of physical access e.g. doors, ramps, stair lifts, toilets and shower room. ▪ To liaise with relevant external agencies ▪ To review the accessibility plan every year and write a new plan every three years.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against children with inclusive needs.	▪ To ensure appropriate resources reflect a positive image of all members of society. ▪ To ensure there are no stereotypical representations in resources used.
3. To continually monitor the progress of all pupils, to identify needs as they arise and provide support as early as possible.	▪ ESPD reviews termly; Pupil Progress meetings with class teachers to track progress made by pupils who have additional special needs. Track intervention progress half termly. ▪ If children are not making progress, hold parent meetings, discuss them at multi agency meetings and if necessary look at applying for SSPP funding.
4. To provide a full access to the school curriculum.	▪ Ensure the delivery of a broad and balanced curriculum. ▪ Providing quality first teaching; differentiated planning by class teacher. Ensuring a wide range of resources is available. ▪ Ensure reasonable adjustments are made for all needs.
5. To provide specific input matched to individual needs, in addition to differentiated classroom provision for those pupils recorded as having SEND Support or EHC.	▪ To ensure that SEND pupils have access to additional support through relevant interventions recorded on an intervention planners for each class.

6. To ensure that all pupils with SEND are perceived positively by all members of the school community and that SEND and inclusion is positively valued and accessed by all staff and parents/carers.	▪ Celebratory events e.g. Achievement and Class assemblies, School Plays, Poetry, Dance and Sport events are open to parents and the wider community. ▪ Involvement of ALL pupils in projects to raise their individual profile in the school and the wider community.
7. To involve all children in being accountable for their learning and in decisions that have to be made.	▪ Circle Time and lesson plenary ▪ School Council. ▪ Involvement in reviewing their progress and individual target setting. ▪ Ensure short term targets are set individually to match needs of children.
8. To enable pupils at transitional stages, to be well equipped in the basic skills of English and maths and social independence and to meet the demands of other Key Stages and learning.	▪ Target differentiated planning strategies and additional provision. ▪ Review of learning through children's work and evaluation of planning and assessment. ▪ Target transitional activities for Year 6/7 transfer during Year 6.

Arrangements for coordinating SEN Provision

1. To ensure all children have correct identification	The identification of needs is embedded in the whole process. • Referral form for staff to SENDCo • Discussion with class teacher to identify all the needs. • Observations are made if appropriate • Continuums completed if appropriate • ESPD written to support progress. • Appropriate referrals made to outside agencies. • Review SEN codes to ensure children are always correctly identified.
2. To ensure effective communication and sharing of issues related to SEND children is embedded into the daily life of the school.	▪ Regular meetings for the SENDCo to meet with each class teacher to discuss progress of SEND children. ▪ Informal discussions with class teachers and TAs ~ concerns being dealt with appropriately. ▪ SENDCo to meet with Pastoral Manager each week.
3. To ensure early identification of SEND	▪ SENDCo's class teacher referrals form in place in order that teachers are able to record their concerns and SENDCo can prioritise in a systematic way. This is essential to close the gap within learning.
4. To ensure that a Statutory Annual Review for those pupils with an EHC takes place.	▪ SENDCo to call the review, inviting parents, the child and all relevant agencies to take part.

5. Partnership monitoring of delivery of SEND provision by SLT and SENDCo	▪ Monitoring effectiveness of TAs ▪ Evidence of varied learning/teaching styles and approaches being implemented daily. ▪ Use of ESPDs with targets. ▪ Monitor progress of children and identify interventions needed. ▪ Ensure all reasonable adjustments are made to provide the correct provision.
6. Liaison between all appropriate school staff and outside agencies to share developments in order to inform reviews and forward planning.	▪ Regular meetings: Head Teacher and SENDCo ▪ Regular visits from outside agencies to support staff and pupils ▪ Multiagency meetings held 3 times a year.

Specialised Provision

1. All pupils are taught in a mainstream class with a designated teacher and a TA and pupils have access to the SENDCo when and where appropriate.	▪ Pupils have access to a range of opportunities via: Differentiated learning within the class; Small group teaching with teacher and TAs; 1:1 when appropriate (depending on funding received) ; Specialist support provision; Gifted and talented opportunities ▪ TA support through targeted structured intervention groups. ▪ Staff training completed regularly from outside agencies and within school. ▪ Involvement from ▪ EP ▪ PSS ▪ CAT ▪ Children's Services ▪ Allens Croft – Paediatricians ▪ Forward Thinking Birmingham / STICK ▪ SALT – Traded NHS services ▪ COBS As needed
2. Allocation of resources	▪ Annual audit of resources by SENDCo and Pastoral Manager. ▪ Half termly mapping of provision through intervention planner.
3. To ensure children with specific difficulties have additional support to meet their needs	• Intervention are established in each year group according to need. These are changed half termly and reviewed informally each week with TA and teachers to see what has worked and what needs changing. e.g. Gross Motor; Fine Motor; Communication; Speech and Language, Early Help

Identification and Assessment Arrangements, Monitoring and Review Procedures

1. The school regularly observes, assesses and records all children to ensure identification of those who are not progressing satisfactorily and who may have additional needs.	▪ Baseline Assessment results ▪ Progress measured against age expected progress and personal achievement. ▪ Assessments by specialist services e.g. medical; PSS ▪ As part of plan do review process. ESPDs are reviewed termly. Intervention planners are reviewed half termly. Progress is monitored and discussion take place with class teacher. ▪ If there is limited progress with the support of outside agencies we will apply for SSPP funding to support the children further.
2. Action following observations, scrutiny of Assessment Data and professional dialogue between SENDCo, Class Teachers, and parents.	▪ Differentiated curriculum support within the class. ▪ Regular learning walks, book scrutiny's, monitoring of data.

School Request for a Statutory Assessment

1. For a child not making adequate progress, despite a period of intensive intervention, in agreement with the parents, the school may request SSPP funding and then if still concerns a statutory assessment for an EHC or additional funding.	▪ SENDCo will discuss pupils with appropriate support services and any other relevant agency. ▪ School request form submitted with current ESPD plans, Support Plans and any other pertinent supporting information including information regarding range and support units.
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Partnership with Parents/Carers

1. To report and share all information about their children's progress with parents/carers.	▪ Formal/informal contact with parents SENDCo available via telephone contact; agreed time for specific issues ▪ Involve parents/carers at all stages of SEND planning. ▪ Share relevant information and set individual targets at review meetings of SEND support children. ▪ Regular parent/carer interviews to discuss progress these maybe part of parents evenings or additional meeting. ▪ Parents/carers invited to work alongside their children when appropriate and to share in success. Provide information about SEND Information, Advice & Support Service (SENDIASS)and other support agencies who will support parents with any move to Special School if their child has an EHC.
2. To support and extend parental skills	▪ Pastoral Manager to support and encourage parents/carers to attend workshops to extend their own learning and to develop skills

3. Dealing with complaints	Parents aware of procedures which enable concerns to be raised
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To support inclusion by regular in-service training

1. To ensure that the philosophy, ethos and practice of inclusion is embedded in the daily life of the school and its wider community.	- Ensure staff training addresses SEND/Inclusion issues whether it is via an Outside Agency input or arising from an in-house concerns. - Relevant personnel receive appropriate training to match both their own professional development and the needs of the school and pupils. - Liaise with feeder schools to support the main transitional phases and also when moving cross-phase ~ to be supported by SENDCo, Pastoral Manager. - Invite other interested professionals e.g. EP, PSS, CAT, SALT and COBS staff to visit and support staff on a formal/informal basis. - To provide opportunities where appropriate for staff to visit other educational settings.
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Admission arrangements to Forestdale Primary School

To ensure that all children are treated equally	- Children with additional educational needs are considered for admission to the school on the same basis as all children. - Admission to the Foundation Stage is flexible and can be on a part time basis following admission in order to accommodate individual needs. - Prior to starting school, parents/carers of children with Education Health Care Plan (EHC) or one pending, will be invited to discuss the child's needs and to establish appropriate provision. - Forestdale will not discriminate against any pupil with Special Educational Needs.
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Evaluating the success of the SEN and Inclusion Policy

1. Analysis of data	- Track progress through pupil progress meetings - Analysis data from intervention planners. - Targets set termly to reduce: percentage of children with very low attainment; increase in percentage of SEND pupils achieving end of year expectations, monitor behavioral incidents and fixed-term exclusions.
2. Reporting progress to parents/carers and Governing Body	Report to GB via SEND Governor termly.

	▪ Parents will be invited to review meetings throughout the year.
3. Additional reporting to the Governing Body	• At Governing Body meeting the Head Teacher will provide information as to the numbers of pupils receiving SEND provision ~ under the category of SEND support, EHC as well as any child for whom a Statutory Assessment has been requested. ▪ The Head teacher will report on any whole school developments in relation to inclusion, and will ensure that governors are kept up to date with any legislation of local party changes.
4. The role of the SEND Governor	▪ The SENDCo will meet with the SEND Governor to discuss concerns relating to inclusion and SEND and a report will be produced.
6. Inclusion in whole school monitoring and evaluation	▪ Whole school monitoring and evaluation procedures will include sampling of work and lesson observations. ▪ Outcomes pertinent to SEND provision and planning will be taken forward by the whole school and used to build upon successful practice.
7. Review of Policy	▪ The policy will be reviewed annually by the SENDCo and Head Teacher and presented to the Governing Body for ratification at a full Governing Body meeting.
9. Dealing with Complaints	▪ Parent who have a complaint about provision or the policy, they should, in the first instance raise their complaint with the Head teacher either informally or formally in writing or other accessible format. The Head teacher will reply within 10 working days.

APPENDIX 1

Glossary

BSL	British Sign Language
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AR	Annual Review
ASD	Autist Spectrum Disorder
COBS	City of Birmingham School (behaviour support)
CRISP	Criteria for Special Provision
EHC	Educational Health Care Plan
EP	Educational Psychologist
ESPD	Emotional Social Physical Development Plan
GB	Governing Body
HI	Hearing Impairment
INSET	In Service training
LA	Local Authority
NQT	Newly Qualified Teacher
PSS	Pupil and School Support
PSHE	Personal, Social and Health Education
SALT	Speech and Language Therapist
SEND	Special Educational Needs and Disability
SENDIASS	SEND Information, Advice & Support Service
SENDCo	Special Educational Needs and Disability Coordinator
SSPP	SEND Support Provision Plan
TA	Teaching Assistant
VI	Visual Impairment