

# Home Farm Primary School

## Inclusion Policy

### Home Farm Primary School Policies & Procedures

Committee:	Local Governing Body
Responsibility:	SBM
Approved by Local Governing Body	July 2025
Review cycle:	Two years
Review due:	July 2027

## **Home Farm Primary School**

### **Inclusion Policy**

#### **Our approach to educational inclusion**

1. In our school, we aim to offer excellence and choice to all our pupils, whatever their needs or ability. We have high expectations of all our pupils. We aim to achieve this through the removal of barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:
  - have different educational and behavioural needs and aspirations;
  - require different strategies for learning;
  - acquire, assimilate and communicate information at different rates;
  - need a range of different teaching approaches and experiences;
2. Teachers respond to children's needs by:
  - providing support for children who need help with communication, language and literacy;
  - planning to develop children's understanding through the use of all their senses and of varied experiences;
  - planning for children's full participation in learning, and in physical and practical activities;
  - helping children to manage their behaviour and to take part in learning effectively and safely;
  - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
3. Our approach to inclusion reflects the Children and Families Act (2014); statutory guidance set out in the SEND Code of Practice (2014) and the requirements of the National Curriculum.

#### **The Essex Local Offer**

4. Home Farm Primary School is part of the 'Local Offer' set out by Essex County Council. The 'Local Offer' is published as part of the Special Educational Needs and Disability (SEND) reforms under the Children and Families Act 2014 and:
  - Gives you information about education, health and care services;
  - Gives you information about leisure activities and support groups;
  - Holds all the information in one place;
  - Is clear, comprehensive and accessible;
  - Makes service provision more responsive to local needs and aspirations;
  - Is developed and reviewed with the service providers and service users.
5. The Local Offer is for children and young people with special educational needs and/or disabilities (SEND); children and young people from birth to 25 years; their parents and carers and for practitioners and professionals. You can find the Essex Local Offer at [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk). Home Farm Primary School's provision within the Local Offer is set out in this policy and in our SEND information report available on the school website.

#### **Our provision for children with Special Educational Needs and / or Disability**

6. This school provides a broad and balanced curriculum for all pupils. Our curriculum is based on the National Curriculum and this is our starting point for planning that meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.
7. Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
8. We also recognise that some children take on regular or ongoing care and support for another family member and can be considered to be young carers and we provided support to young carers to overcome the challenges they face.

9. Under the Equality Act, some pupils have the right to have 'reasonable adjustments' made to ensure that they are not at a substantial disadvantage compared with their peers. We will assess each child as required, and make the appropriate provision based on their identified needs.
10. The aims and objectives of our approach to Special Educational Needs and Disability are:
- to ensure that the special educational needs of children are identified, assessed and provided for;
  - to create an environment that meets the special educational needs of each child;
  - to make clear the expectations of all partners in the process;
  - to identify the roles and responsibilities of staff in providing for children's special educational needs;
  - to enable all children to have full access to all elements of the school curriculum;
  - to ensure that parents or carers are able to play their part in supporting their child's education;
  - to ensure that our children have a voice in this process.
11. Our provision for pupils with SEND is set out in detail in our SEND Information Report (Annex A).

### **Education Health and Care Plans**

12. If a child has special educational needs which cannot be met within the usual resources available to schools, an Education Health and Care Plan (EHCP) may be produced.

### **Roles and responsibilities**

13. The Headteacher has the overarching responsibility for our inclusion policy. The Headteacher works closely with our SENDCo who:
- manages the day-to-day operation of the inclusion policy;
  - co-ordinates the provision for and manages the responses to children's special needs;
  - supports and advises colleagues;
  - oversees the records of all children with special educational needs;
  - acts as the link with parents and carers;
  - acts as the link with external agencies and other support agencies;
  - monitors and evaluates the special educational needs provision, and reports to the governing body;
  - manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
  - contributes to the professional development of all staff.
14. The SENDCo is also responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education and Health Care Plans. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
15. The governing body has oversight of the way in which the school is meeting the requirements of the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and ensure the policy is successful through regular review. The governing body ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child. The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

### **Provision for children who are more able**

16. We believe in providing the best possible provision for pupils of all abilities. We respect the right of all children, irrespective of differences in ability, to access various areas of learning, both for their self-fulfilment, and for their eventual development into active and responsible adults. We plan our teaching and learning so that each child can aspire to the highest level of personal achievement.

17. Provision is made for children who are more able within the normal class teaching, but sometimes we will provide enrichment or extension activities to promote their skills and talents still further. Our aims are to:
- ensure that we recognise and support the needs of all our children;
  - enable children to develop to their full potential;
  - offer children opportunities to generate their own learning;
  - ensure that we challenge and extend the children through the work that we set them;
  - encourage children to think and work independently.
18. We use a range of strategies to identify more able children. The identification process is ongoing, and begins when the child joins our school. Each child's pre-school record gives details of achievements and interests in particular areas. Discussions with parents and carers enable us to add further details to these records.
19. Children undergo baseline assessment within the first half-term of joining our reception class. This gives information about their developing skills and aptitudes across several areas of learning. We discuss each child's Early Years Foundation Stage profile with the parent and use this information when planning for individual needs.
20. As the children progress through the school, we test them regularly to ensure that they are making the sort of progress that we are expecting of them in their personal targets. The children undertake national tests in Year 6. Teachers also make regular assessments of each child's progress in all subjects of the National Curriculum. We compare the information from these tests with a range of national and Authority data and Fisher Family Trust data, in order to ensure that each child is making appropriate progress. Each teacher regularly reviews the children's progress and discusses this with the Key Stage Managers and Headteacher at regular standards meetings.
21. Our teachers plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning, such as by providing:
- a common activity that allows the children to respond at their own levels;
  - an enrichment activity that broadens a child's learning in a particular skill or knowledge area;
  - an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment;
  - the opportunity for children to progress through their work at their own rate of learning.
22. All leaders have a responsibility for coordinating the provision and practice within the school for more able children though phase leaders and the Inclusion leader work together with classteachers to determine effective practice. This includes:
- monitoring teachers' planning to ensure that suitable tasks and activities are being undertaken across all curriculum areas by the higher achievers;
  - regularly reviewing the teaching arrangements for these particular children;
  - collecting samples of work from the higher achievers, in order to demonstrate the standards that they are achieving. We use these examples to inform the process of identifying gifted and talented children;
  - monitoring their progress through termly discussions with teachers;
  - supporting staff in the identification of these children;
  - providing advice and support to staff on teaching and learning strategies;
  - liaising with parents and carers, governors and LA officers on related issues.
23. The governor with responsibility for inclusion issues monitors the school provision for more able pupils.

### **English as an Additional Language (EAL)**

24. A number of our children have particular requirements with regard to learning and assessment, and these are linked to their progress in learning English as an additional language. Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full

curriculum may well be in advance of their current ability to communicate in English. Being a speaker of more than one language is no disadvantage to educational achievement; indeed, multilingualism is associated with success. This school recognises the importance of community languages in their own right, and the ability of their speakers to acquire other languages.

25. Underlying the National Curriculum is the entitlement of all children to access certain areas of learning, and thereby to acquire the knowledge, the understanding, the skills and the attitudes that are necessary not only for their self-fulfilment, but also for their development as responsible citizens. We seek to honour this entitlement through the education that we provide in our school. The aim of this policy is therefore to help to ensure that we meet all the needs of those children who are learning English as an additional language. This is in line with the requirements of the Equality Act (2010).

### **Teaching and learning style**

26. In our school, teachers use various methods to help children who are learning English as an additional language, developing their spoken and written English by:

- ensuring that vocabulary work covers the technical as well as the everyday meanings;
- covering not just key words, but also metaphors and idioms;
- explaining how spoken and written English have different usages for different purposes;
- providing all pupils with a range of reading materials, to exemplify the different ways in which English is used;
- giving pupils appropriate opportunities for talking, and using talking to support writing;
- encouraging all pupils to relate one language to another;

27. We ensure those with a growing familiarity with English access to the curriculum and to assessment by:

- using texts and materials that suit a pupils' ages and learning stages;
- providing support through visual and audio materials, dictionaries and translators, readers and amanuenses;
- using the home or first language where appropriate.

### **EAL and inclusion**

28. In our school, we value each child as a unique individual. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to inclusion. All children in our school follow the requirements of the National Curriculum. Children with English as an additional language do not produce separate work but work may be differentiated to meet their specific needs. We provide learning opportunities that enable all pupils to make good progress. We strive hard to meet the needs of all pupils learning English as an additional language, and we take all reasonable steps to achieve this.

29. We do not withdraw children from lessons to receive EAL support. This involves supporting individual children or small groups of children and, at times, teaching the whole class.

30. In the Foundation Stage, we provide opportunities for children to develop their English, and we provide support to help them take part in activities. The Foundation Stage helps children learning English as an additional language by:

- building on their experience of acquiring language at home and in the wider community, so that this experience supports their developing use of English;
- providing a range of opportunities for them to engage in English speaking and listening activities, with peers and with adults;
- providing bilingual support to extend vocabulary;
- providing opportunities for children to hear their home languages, as well as English;
- providing a variety of writing in the children's home languages, as well as in English.

### **Assessment**

31. Our school uses the Bell Foundation EAL Assessment Framework to measure the English language competence of EAL children. We record their attainment and progress according to agreed school procedures. The statutory assessment

arrangements of the National Curriculum allow us to make special arrangements for children who are learning English as an additional language.

- For the science and written mathematics test at Key Stage 2, we provide verbal or written translations of words or phrases in the test papers which we think are likely to prove difficult to children for whom English is an additional language. For the mental arithmetic test at Key Stage 2, we provide a verbal translation of the test to children who have limited English.
- We will employ the resources of an interpreter to guide family involvement and pupil access to key assessments and information within the school community.

#### **Monitoring and review**

32. This policy is monitored by the governing body, and will be reviewed in two years, or earlier if necessary.

## Home Farm Primary School SEND Information Report



Throughout Essex, all schools offer very similar provision for pupils with SEND in line with the County's Information Report. Home Farm Primary School's provision looks like this:

### School Ethos for SEND

At Home Farm we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. This will include adapting the curriculum to make it accessible for children with SEND.

Some children have barriers to learning that require particular action by the school. These requirements are likely to arise following the identification of special educational needs and/or a disability. Teachers take account of these requirements and make provision as required to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

## ANNEX A

<b>What is SEND?</b>	<p>A pupil has a special educational need (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.</p> <p>Special educational provision is educational provision that is additional to, or different from, that made ordinarily available to children of the same age.</p>
<b>How does the school know if my child needs extra help?</b>	<p>For identification of special educational needs we refer to the SEND Code of Practice 2014 which sets out four broad areas of need:</p>



### **Communication and interaction**

Children with speech, language and communication needs have difficulty communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Every child is different and their needs may change over time. They may have difficulty with one some or all of the different aspects of speech, language or social communication at different times of their lives.

At Home Farm Primary School we assess each child in the reception class using formal assessments, observations and interactions with children. The class teacher will discuss any concerns with the SENDCo and then decide on the most appropriate intervention for that child, at that time.

### **Cognition and learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation within lessons. Learning difficulties cover a wide range of needs which could be classed as moderate, severe, profound or multiple learning difficulties. Specific learning difficulties affect one or more aspects of learning. This includes a range of difficulties such as dyslexia, dyscalculia and dyspraxia.

At Home Farm Primary School we use assessment for learning throughout our teaching which means that we constantly monitor and assess each child's learning achievements across the curriculum. Teachers are skilled at noticing where a child is having difficulty in learning and adapting their teaching to enable each child to progress. The class teacher will discuss any concerns with the SENDCo and then decide on the most appropriate intervention for that child, at that time.

### **Sensory and/or physical needs**

Some children require specialist provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may change over time. Specialist equipment may be needed to enable children with these needs to access all the opportunities available to their peers.

At Home Farm Primary School we will always seek professional advice to support a child with these particular needs. Regular reviews with the child and their parents or carers will take place to ensure that the sensory and/or physical needs for the child are being met.

### **Social, emotional and mental health difficulties**

Children may experience a wide range of social and emotional difficulties which can show up in different ways. Children may become withdrawn, isolated or display challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

At Home Farm Primary School we monitor classroom behaviour and individual behaviour through a whole school

## ANNEX A

	<p>behaviour policy and a variety of classroom strategies. Where a pattern of behaviour is noticed we will discuss this with parents or carers as soon as possible and work in partnership to identify the underlying cause. Sometimes this will involve a request for specialist support or a referral to a health professional.</p>
--	---

## ANNEX A

	<p>The class teacher is the first person to contact if you have a concern about your child's learning. If needed, they will include the SENDCo in early discussions.</p>
<p><b>How do we work in partnership with parents and carers in supporting a child with special educational needs and/or disability?</b></p>	<p>Conversations between parents and teachers will ensure that:</p> <ul style="list-style-type: none"> <li>Everyone develops a good understanding of the pupil's areas of strength and difficulty</li> <li>We take into account the parents' concerns</li> <li>Everyone understands the agreed outcomes sought for the child</li> <li>Everyone is clear on what the next steps are</li> </ul> <p>We will formally notify parents when it is decided that a pupil will receive SEN support. Parents will then be invited to attend termly meetings to discuss the progress that has been made and next steps. These meetings are with the class teacher; the SENDCo will attend on request.</p> <p>Parents of children who have an EHCP (Education, Health and Care Plan) are invited to discuss their child's progress at termly meetings, one of which will form the annual review. These meetings take place with the SENDCo.</p> <p>Parents can contact or make an appointment to see the SENDCo at any convenient time if they have a concern or need advice.</p>
<p><b>Who oversees this provision in the school?</b></p>	<p>The SENDCo, Mrs Marks, oversees all of Home Farm Primary school's provision. Mr Jamie Beadle is the SEND Governor.</p>
<p><b>How will my child's views be heard?</b></p>	<p>All children at Home Farm have a profile which, for children with SEND, forms part of the one planning process. The child's voice is central to the one planning process and children are asked to contribute to the plan, identifying targets that they wish to achieve within school. Parents and relevant professionals are invited to contribute towards these plans and these are reviewed termly.</p> <p>Annual review meetings are held for children with EHCP's to discuss previous targets and set new targets as well as exploring various strategies to improve attainment. Pupils record their views about school on the pupil view section of the paperwork and are invited to discuss their achievements at the start of the Annual Review meeting. If a child is unable to communicate their view, we will ask those who know them well (usually parents and teaching staff) to communicate on their behalf.</p>

## ANNEX A

	All pupils are given equal opportunities to participate in all school activities and roles of responsibility.
<b>How will I know how my child is doing?</b>	<p>Children with SEND will be offered three meetings a year with either the SENDCo or their class teacher, depending on the level of support provided. Additional meetings will take place where they are needed to aid communication and ensure that parents and carers are kept up to date.</p> <p>Annual review meetings are held for children with EHCP's to review progress, set new targets and determine strategies to improve attainment.</p> <p>The SENDCo and class teachers are available after school for a quick chat or if you would like a longer appointment then you can book this through the school office.</p>
<b>How does the school support children when they start and when they leave school</b>	<p>Where children are transferring from pre-school or nursery, all children identified with SEND are discussed as part of a transition meeting between staff. This enables school staff to put support in place at the start of the school year where it is appropriate to do so.</p> <p>Where children are transferring to Secondary School, SEND school records will be passed on to secondary school or any other school the child may transfer to. Transition meetings between staff are held where appropriate. Future schools have a right to know the history of a child including any previous strategies used as this is crucial for ensuring a smooth transition and providing appropriate support from the outset.</p> <p>Parents of children who have an EHCP are invited to discuss transitional provision and any concerns they may have, with the potential secondary school at a Transitional Review. Careful planning with the child who has SEND will take place in order to make sure that the transition to a new school is as smooth as possible. This may include extra visits in the summer term before they move to their chosen secondary school.</p>

## ANNEX A

<p><b>What expertise is there in the school to support children with SEND?</b></p>	<p>All teachers are teachers of children with SEND. All staff have regular opportunities to update knowledge and to ensure they can meet the specific needs of children in their class.</p> <p>At Home farm Primary School, we strive to work in partnership with health and social care professionals, local authority support services and private organisations in order to meet the needs of the child with SEND and to support their families or carers. This means that all teaching staff have access to information and resources to meet the individual needs of children in our school.</p> <p>A discussion will always take place with the family or carer of a child before any referral to an external agency is made and consent for this referral must be given.</p>
<p><b>How does the school know what provision is and isn't working for a child?</b></p>	<p>The method of identification and provision follows a 'graduated approach' and the four-part cycle of <b>assess, plan, do, review</b>.</p> <p>Children entering EYFS will be assessed and monitored within usual classroom practice. Concerns are first raised and addressed between the class teacher and the SENDCo. A range of assessments and interventions are available to us within school in order to find the most appropriate method to teach and support the child.</p> <p>Interventions have a pre and post assessment measure, whether qualitative or quantitative in order to evidence progress. The class teacher, LSA and SENDCo discuss a child's progress regularly to check that the child is learning and achieving the targets that have been set for them. Class teachers use this information to plan appropriately for each child. Provision beyond normal, differentiated classroom approaches and learning arrangements take the form of a one plan.</p>
<p><b>How accessible is the school site?</b></p>	<p>Specialist resources are used to aid learning across the school. E.g. visual timetables, emotional communication visuals, , left-handed scissors, tri faceted pencils, pencil grips, dyslexia friendly reading books, sit and move cushions, writing slopes and ear defenders.</p> <p>Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise and recommended by outside agencies.</p> <p>Our teaching team work hard to be inclusive for all children in all lessons and activities which take place in school and on school trips.</p>

## ANNEX A

<b>Where can I find further support?</b>	<p>Essex County Council provides details of its SEND provision to parents and carers of children with SEND on their website.  <a href="http://www.essex.gov.uk">www.essex.gov.uk</a></p> <p>Further information is widely available on the internet, from your GP surgery, your health provider and Essex Library Services.</p> <p>Useful websites:  <b>SENDIASS</b>- a confidential and <a href="#">impartial</a> information, advice and support service on issues related to special educational needs and disability (SEND).: <a href="http://www.kids.org.uk/sendiaass">www.kids.org.uk/sendiaass</a>  <b>Family action</b>- practical, emotional and financial support to those who are experiencing poverty, disadvantage and social isolation across the country.: <a href="http://www.family-action.org.uk/">www.family-action.org.uk/</a>  <b>Contact</b>- for families with disabled children: <a href="http://www.cafamily.org.uk">www.cafamily.org.uk</a>  <b>Autism Anglia</b>- practical advice and resources for people with autism: <a href="http://www.autism-anglia.org.uk">www.autism-anglia.org.uk</a>  <b>The Maze Group</b> - free monthly drop in sessions, a specialist weekly programme and additional workshops to guide, advise and support for families of children with additional needs: <a href="http://www.themazegroup.co.uk">www.themazegroup.co.uk</a>  <b>Young Minds</b>- Mental health support: <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>  <b>EWMHS</b>- Emotional Wellbeing and Mental Health Service: <a href="http://www.nelft.nhs.uk/services-ewmhs">www.nelft.nhs.uk/services-ewmhs</a></p>
<b>What is the complaints procedure?</b>	<p>You can find further information about our policy on handling concerns and complaints here.  <a href="https://www.homefarm.essex.sch.uk/about/complaints-policy">https://www.homefarm.essex.sch.uk/about/complaints-policy</a></p>
<b>How can I comment on the SEND Information Report?</b>	<p>You are welcome to contact Mr Potter, head teacher, or Mrs Marks, SENDCo/ Inclusion Manager with any comments that you wish to make including useful websites that can be shared with other parents and carers.</p>