

Stanford Infants School



Policy for Special Educational Needs, Disability and Inclusion

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COMPLIANCE

This policy complies with the statutory requirement laid out in the SEN/D Code of Practice 0-25 (July 2014) 3.65 and has been written with reference to the following guidance documents:

- Equality Act 2010: Advice for schools DfE (Feb 2013)
- Schools SEN/D Information Report Regulations (2014)
- The National Curriculum in England Key Stages 1-4 Framework document (July 2014)
- Child Protection and Safeguarding Policy (Nov 2010)
- Anti-bullying Policy (Dec 2012)
- Policy on Supporting Pupils at School with Medical Conditions (Aug 2014)
- Teachers Standards (July 2011)

In the spirit of the 2014 SEN/D Code of Practice, this Policy has been produced by Emma Remnant in conjunction with the Schools' Key Stakeholders including families, governors, SLT and all staff.

This Policy can be found on our school website www.stanfordinfants.co.uk along with a copy of our SEN/D Information Report and a link to our Local Offer.

INTRODUCTION

Definition of Special Educational Needs

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

Special educational provision means: **'educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools'** (SEN Code of Practice July 2014).

Our Statement of Inclusion and Disability Equality

At Stanford Infants we believe that everyone has a right to be valued and respected as an individual and included in all aspects of school life. We will ensure that everything we do seeks to remove any barriers that prevent anyone from being fully involved. We actively encourage and support everyone to develop the confidence to participate, 'have a go' and develop a 'can do' attitude, even in areas in which they lack confidence. In this way, everyone is nurtured towards reaching their full potential in all of the educational and social opportunities Stanford Infants provides. We will do this in collaboration with the child and their family, drawing upon the support of other partners within Brighton and Hove Children's Services. The practicalities underpinning this commitment will be reflected in all our policies.

We are committed to promoting Disability Equality. When planning and teaching, staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils, ensuring that barriers to learning are addressed and eliminated wherever possible.

We recognise that pupils learn at different rates and that there are many factors affecting achievement and progress, including ability, emotional state, age and maturity. At Stanford Infants we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

- We recognise that children at some time in their life may have an additional need
- We believe that all children are entitled to have their individual needs met whether they are academic, social, physical, emotional or behavioural
- We believe the views of the child should be taken into account
- We intend, through a team approach of careful assessment, monitoring and target setting, to provide a broadly balanced curriculum, including the National Curriculum, which is appropriate, challenging and fun
- We view parents as partners in their child's progress and development, with a vital role in supporting their child's education. Crucial is the idea that: **'it is in the child's best interests for a positive dialogue between parents, teachers and others to be maintained, to work through points of difference and establish what action is to be taken'**
- We believe children with individual special needs should remain integrated within the school. SEN/D provision should be given within class wherever possible; however, children are sometimes withdrawn for individual or small group support. The SEN/D provision will be in the context of an inclusive curriculum and our learning and teaching policy
- We will allocate our resources to achieve maximum value for money, reviewing and adapting provision as necessary

We promote a sense of community and belonging, and endeavour to offer new opportunities to learners who may have experienced previous difficulties. We will respond to learners in ways that take account of their varied life experiences and needs.

We pay attention to the provision for and the achievement of different groups of learners, including:

- Girls and Boys
- Learners from Minority Ethnic and Faith Groups, Travellers, Asylum Seekers and Refugees

- Learners who need support to learn English as an Additional Language (EAL)
- Learners with Special Educational Needs (SEN)
- Learners who are Disabled
- Learners who are Academically More Able
- Learners who are Looked after by the Local Authority
- Other learners, such as those who are sick; young carers; in families who are under stress
- Any learners who are at risk of disaffection and/or exclusion

OUR AIM

All children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of life. Support and resources are allocated from a holistic viewpoint to improve outcomes for all. We believe that all children should be equally valued and we are committed to inclusion. We will strive to eliminate prejudice and discrimination (See our Anti-Bullying and Equalities Policies for more information), and to develop an environment where all children can flourish and feel safe.

We strive to provide a broad, rich curriculum, with high quality teaching and a caring ethos that will nurture and develop highly motivated, creative, and flexible learners. Children will have high aspirations for themselves and others, be responsible and confident. Children will be physically and emotionally healthy and seek to understand and support the needs of others in order to make a positive contribution to their community and society.

OBJECTIVES

1. To identify and provide for pupils who have Special Educational Needs and Additional Needs (including physical disabilities)
2. To work within the guidance provided in the SEN Code of Practice (2014)
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for Special Educational Needs
4. To provide an Inclusion Leader with responsibility for SEN/D who will work with the SEN/D policy and regularly review the document
5. To provide support and advice for all staff working with children who have Special Educational Needs
6. To work in partnership with children who have SEN/D and their parents/carers

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The SEN/D Code of Practice (2014) suggests that pupils are only identified as SEN/D if they do not make adequate progress once they have had high quality personalised teaching and all the class based intervention, and or adjustments possible. Our teachers use their own assessments and observations to produce differentiated planning in the first instance. Quality First Teaching enables teachers to both identify and support children with Special Educational Needs through thorough assessment and differentiation of tasks and support.

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs. Teacher assessments take place on a termly basis. The school's system is based on Assessment for Learning and Quality First Teaching and includes reference to information provided by:

- Foundation Stage Profile Assessments
- Progress measured against the learning objectives and programmes of study within the new National Curriculum
- Progress measured against P level descriptors where appropriate
- Observations of behavioural, social and emotional development
- Assessment by a specialist service, such as our Educational Psychologist (EP) or Speech and Language Therapist (SALT)
- An existing statement of SEN or Education and Health Care Plan (EHCP)

Assessments help us to identify what action the school needs to take under the categories of Cognition and Learning, Speech Language and Communication, Sensory and Physical Impairment and Social, Emotional and Mental Health Difficulties. Children may show need in more than one area and we use Provision Mapping to look at the child as a whole and ensure that support is in place wherever it is needed.

Our assessments may flag up needs other than those which are classified as a Special Educational Need. Through our knowledge of the children we may identify needs in other areas which will impact upon progress and attainment for example:

- Disability
- Attendance and Punctuality concerns
- Health and Welfare Concerns
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

Although concerns regarding behaviour do not qualify as an SEN/D, we recognise that it may be a symptom of an underlying need that we will need to address as a school. At Stanford Infants, we think about the whole child and consider their needs in all areas including those which qualify as an SEN/D.

A GRADUATED APPROACH TO SEN/D SUPPORT

At Stanford Infants we provide Quality First Teaching in all classes which enables us to create inclusive learning environments. Class Teachers are responsible for all children in the first instance until children have been identified as SEN/D, at which point, the Inclusion Leader will support by putting appropriate additional measures in place to support those children. Teachers remain accountable for the progress of **all** children in their class and, once SEN/D support is in place, they will continue to assess and monitor the progress of all children.

At Stanford Infants, we use differentiation as part of our Quality First Teaching to support all children including those with a SEN/D, EAL or academically more able. Although additional support can be accessed both in school and externally, this does not compensate for good quality teaching in the classroom and all measures will be put in place to support a child in class before they are identified as needing additional support.

The school uses the computerised system, Target Tracker, to track pupil progress in reading, writing and mathematics. A spreadsheet of results provides teachers with an at-a-glance overview of pupil achievement. It is updated termly and used as a basis for termly Pupil Progress meetings as well as Appraisal discussions. Any children identified as needing additional support are discussed and supported through our SEN/D Provision Mapping and teachers will share this with the children and their parents/carers.

The Head Teacher and Deputy Head Teacher monitors attainment for groups of pupils from this data to ensure all pupils are progressing. The groups that are monitored are: Free School Meals, Pupil Premium, English as an Additional Language, Academically More Able, SEN/D and Children in Care. In addition, the data is analysed to monitor if the performance of boys and girls varies significantly.

Identification of and provision for Special Educational Needs works as follows:

1. All Teaching Staff and Special Needs Support Assistants have a copy of our Whole School SEN/D Provision Map. This enables everyone to know the triggers of intervention and the responsibilities they have towards children on the SEN/D Register. Our Provision Map is updated annually by the Inclusion Leader. Additional support is primarily delivered by class teachers through differentiated teaching methods and Quality First Teaching, utilising their class TA's to support children with additional needs.
2. Additional support is provided by trained Teaching Assistants throughout the

school. This is in the form of 1:1 or small group support. The support timetable is reviewed termly, by the Inclusion Leader, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.

3. The Inclusion Leader meets with each class teacher once a term, as part of, and following on from Pupil Progress Meetings. Teachers evaluate Provision Maps, and look at new appropriate targets before the meeting, making significant comments about the progress towards existing targets. At the review additional needs concerns will be discussed and new targets set, where possible. Targets relating to behaviour and any programmes provided by other agencies for individual children will also be set. Children who are accessing Class Support are also discussed at this meeting.
4. At other times, the Inclusion Leader is alerted to newly arising concerns through class teachers liaising with parents/carers and keeping a log of these discussions in their online SEN/D File. If a child does not make progress an initial concerns form is completed following a discussion with the teacher and Inclusion Leader. An initial concerns form should outline the concerns raised and what support or intervention has already been tried by the class teacher within the class setting. Parents/Carers will be kept informed of any concerns through discussions and meeting with the class teacher, the Inclusion Leader can and will attend parent/carer meetings where it is felt to be appropriate. A Class Support Register is also kept and updated by the Inclusion Leader termly.
5. Where necessary, reviews of individual Provision Maps are held more frequently than three times a year. Reviews are undertaken by class teachers in liaison with the Inclusion Leader and are shared with parents/carers.
6. The Inclusion Leader monitors teacher assessment data and differentiated planning for SEN/D once a term and is available to support Year Group Teams with curriculum planning, when requested to do so.
7. The Inclusion Leader may, together with the Head Teacher, monitor the quality and effectiveness of provision for pupils with SEN/D through joint classroom observations.

For higher levels of need where provision within school is not sufficient to support a child, there is specialised provision which can be accessed:

Literacy Support Service (LLSS)

A specialist teacher from the Language and Literacy Support Service spends time in school each week supporting a small number of children in Year Two who have specific literacy difficulties, working closely with a specialist Teaching Assistant and the Inclusion Leader to deliver this support 1:1 or 1:2 for the rest of the week. This service also supports class teachers with differentiation to support pupils.

Ethnic Minority Achievement Service (EMAS)

EMAS is the support given to children who have English as an Additional Language to support and celebrate our cultural and ethnically diverse families and community. We work closely with a specialist teacher from this service. They support us using the direct model, working with us weekly with Year 1 and 2 children. The service provides bilingual support workers for children in Reception, if required.

Autistic Spectrum Condition Support (ASCS)

For children with a diagnosis of Autistic Spectrum Condition the school is supported by a specialist SEN teacher.

Speech and Language (SALT)

A Speech and Language audit is carried out termly by the Inclusion Leader, Speech and Language Therapist and a Specialist Language Teacher. Children are prioritised for assessment and review based on the amount of time allocated to us by these services. These services also provide an advisory and training role for staff.

School Counselling Service

The school offers a therapeutic Counselling Service for children and our Counsellor currently works with a range of children identified as requiring counselling by school staff or their parents/carers. She works weekly with children at school. Class Teachers and parents/carers access this service for children by liaising with Inclusion Leader and completing a referral form.

Sensory Needs Service (SNS)

We are supported by the SNS service who help and advise us currently on working with children with a hearing impairment.

Educational Psychologist

The Educational Psychologist visits the school twice a term to advise and assess children as requested.

At Stanford Infants, we use the ASSESS-PLAN-DO-REVIEW cycle to inform our decisions about when a child is placed on the SEN/D register and what level of support they should receive.

Assess - The school's system is based on Assessment for Learning and Quality First Teaching.

Plan – Teachers work alongside Teaching Assistants to plan differentiated work which follows the national curriculum and shows progression of learning.

Do – Quality First Teaching means formative assessment as part of daily teaching and part of the DO process is to assess children whilst teaching to ensure that differentiation of work is appropriate.

Review - A child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the SEN/D Code of Practice, that is, progress which either:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but is less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Staff and parents/carers will work together to support pupils identified as having additional needs and we operate an 'Open Door Policy' to all.

At meetings with parents/carers we try to always make sure that the child's strengths as well as difficulties are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable so that parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Provision Map Targets may include targets to work towards at home. All Provision Maps and reviews will be signed, copied and sent to parents/carers after meetings. Ideas and materials for supporting learning at home are discussed with parents/carers and distributed to them.

Parents/carers consultation evenings and termly workshops provide opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Head Teacher or, if this fails to resolve the issues, the Governing Body. Our Complaints Procedure, available on the School Website or a paper copy available from the School Office, sets out the steps in making a complaint in more detail.

MANAGING PUPILS NEEDS ON THE SEN/D REGISTER

Provision Maps are used as an ongoing tool both for an overview of support utilised in the school and a record of the support provided for individual children. The Whole School Provision Map is reviewed yearly by the Inclusion Leader after consultation with class teachers and SEN/D support staff regarding the effectiveness of interventions and any additional needs not covered within current provision. Class Teachers use the Provision Map to identify triggers for additional support and to establish whether concerns about attainment are significant enough to identify SEN/D.

Class Teachers work with the Inclusion Leader to produce Individual Provision Maps which outline the key targets for each child as well as measures to achieve the targets. Individual Provision Maps are kept up to date by Class Teachers to ensure that they remain relevant and achievable. It is the responsibility of the Class Teacher to keep a record of progress made against Individual Provision Map Targets.

Pupil Progress Meetings provide an opportunity to look at assessment data and identify any children who are not making adequate progress. Where SEN/D interventions are already in place, the Inclusion Leader and Class Teacher will work together to establish which interventions are successful and where extra support may be needed.

Annual Reviews provide an opportunity to look at the success of interventions with a child and to identify when a child's needs are greater than those which can be reasonably met by the school. Specialist advice such as Educational Psychology or the Child Development Centre will be sought when it is felt that a child's progress is being limited by being in mainstream setting despite interventions. Through negotiation with parents/carers we refer children for additional assessments depending on their perceived need. As a result of the assessment and ongoing support, we form a Provision Map with action points and from there we can make an informed decision about whether the child's needs can be met by school staff or if specialist services need to be engaged. Children are involved in this through child friendly targets. This forms part of the graduated approach where our assessments inform planning and implementation on a cyclical basis.

If a child has an Educational Health Care Plan (EHCP) and it is felt that adequate support cannot be engaged within the nominal SEN/D budget, a case would be made for additional funding through the Local Authority High Needs Block. Information is gathered from assessments and parents/carers are asked to contribute to any request made. Each case is looked at on an individual basis and a case is made which clearly reflects the needs of each child in question.

Each specialist service requires their own referral form to be completed and documents such as Early Help Plans or Individual Provision Maps and any other evidence which show reasons for our concerns may be referenced in the referral.

CRITERIA FOR EXITING THE SEN/D REGISTER

As part of the ASSESS-PLAN-DO-REVIEW process, we have a clear understanding that a child will exit the SEN/D register once they are making progress at an age appropriate level. A review will take place and school will celebrate the child's success and agree with parents/carers on an end date for any interventions. Class Teachers will continue to monitor that child through the usual processes.

SUPPORTING PUPILS AND FAMILIES

Parents/carers have access to both the Local Authority and the Schools' Local Offer through the School Website and this details that support that is available both at school and through referral from school. The school also has an SEN/D Information Report which is also available on the School Website.

Admissions

Our school complies with the Local Authority policy on the admission of children with additional educational needs.

There are three Reception Classes; pupils are allocated to each class by age and gender to ensure that there is parity between classes. Children identified, prior to joining our school, as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity.

Admission to Reception is on a part-time basis for the first week. These arrangements are flexible to cater for individual needs.

Prior to starting school, parents/carers of children with a Statement of SEN/D or EHCP will be invited to discuss the provision that can be made to meet their child's identified needs so that appropriate planning and preparation can commence early.

See the School Prospectus and appendix relating to admissions for more information about general admissions procedures.

Transition

Reception Staff undertake 'Welcome Chats' prior to pupils starting school. Concerns about particular needs will be brought to the attention of the Inclusion Leader after these meetings if the school is not already aware of them. The Inclusion Leader also has transition meetings with a link SENCOs and Key Workers from preschool settings to discuss transition arrangements for SEN/D children, where appropriate. Where necessary the Inclusion Leader will arrange further transition visits for these children and organise additional support staff where appropriate. The Inclusion Leader may also undertake observations of children in their pre-school setting where SEN/D has already been identified.

When children are transferring to Junior School the Inclusion Leader arranges meeting(s) with the SENCO/Inclusion Leader from the receiving school(s), all children identified with Class Support and on the SEN/D register are discussed and extra transition visits arranged for particular children.

Class Teachers of children joining from other schools will receive information from the previous school; if there is an SEN/D issue the Inclusion Leader will telephone to further discuss the child's needs. For children transferring from Stanford Infant School to new schools we will send confidentially, details of their particular needs and additional provision made by us. This will be forwarded to the SENCO/Inclusion Leader of the new school. The Inclusion Leader will discuss these children with other schools on request.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Stanford Infant School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may have a medical condition and special educational needs and may have a Statement, or Education Health and Care Plan which brings together Health and Social Care Needs, as well as their Special Educational Provision and the SEN/D Code of Practice (2014).

See the Schools' Policy on supporting pupils at school with medical conditions.

MONITORING AND EVALUATION OF SEN/D

Every year, we analyse the data we have on the attainment of pupils with SEN/D and other targeted groups. We also analyse data on behaviour. We use this analysis to help us plan our Provision Map. At the same time, we set new targets for the year ahead.

We report progress against these targets to the Governing Body through the Head

Teachers report.

The Inclusion Leader will provide information to the Governing Body as to the numbers of pupils receiving special educational provision, as well as any pupils with an EHCP through the Head Teacher's report. 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 legislative or local policy changes.

The Inclusion Leader will meet with the SEN/D governor to discuss Inclusion and current SEN/D concerns.

TRAINING AND RESOURCES

The Inclusion Leader attends regular SENCO support group meetings and forums to update and revise developments in Special Needs Education and Inclusion.

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.

Support Staff are encouraged to extend their own professional development and the Inclusion Leader will ensure training where this is appropriate and this information is recorded on the school's Training Impact Log.

ROLES AND RESPONSIBILITIES

SEN/D Governor

The school has a named SEN/D Governor and they are responsible for:

- Maintaining an overview of SEN/D provision for staffing and funding
- Reporting on the success of the SEN/D policy, the targets set and any changes to the policy to all Governors
- Ensuring regular monitoring of the implementation of the SEN/D policy and outcomes of termly reviews
- Ensuring that the SEN/D policy is an integral part of the School Development and Improvement Plan
- Supporting the school in all other aspects of Inclusion
- Termly liaison with the Inclusion Leader

Head Teacher

The Head Teacher has overall responsibility for putting into place effective arrangements to ensure that pupils' special and/or additional needs are met. The Head Teacher also works with Staff and Governors to ensure that the schools' policy

for Special Educational Needs is up to date and being implemented consistently in school.

On an operational level, most of these responsibilities are designated to the Inclusion Leader.

Inclusion Leader

The Inclusion Leader takes the lead role in relation to SEN/D, Inclusion and Safeguarding and as a member of the School's Leadership Team, reports to them in these areas. The Inclusion Leader also contributes information to the Head Teacher in relation to the Pupil Premium Grant and Looked After Children Funding.

The Inclusion leader is responsible for:

- Day to day operation of the schools' SEN/D and Inclusion policy
- Liaising with the Head Teacher and School's Leadership Team on a regular basis
- Liaising with and advising Teachers and Teaching Assistants
- Liaising with Special Needs support staff, including our Learning Mentor
- Producing and maintaining SEN/D support staff timetables
- Coordinating provision for pupils with SEN/D, ensuring that appropriate individual Provision Maps and EHCPs are in place
- Coordinating training audits for class teachers and support staff and providing access to training needed
- Maintaining and managing the schools' records for all pupils with SEN/D, including the SEN register, vulnerable pupils register and provision maps
- Monitoring pupil progress with the Head Teacher
- Arranging and chairing annual reviews for children with EHCPs
- Liaising with and advising parents/carers of children with SEN/D
- Contributing to the in-service training of staff and identifying external training options
- Providing information for reports to Governors
- Supporting transfer/transition of pupils from preschool, into Junior School and between year groups
- Liaising with other professionals, including the Educational Psychologist, school and community based counsellors, health and social care professionals, Brighton and Hove Children's Services support staff, Early Help Support Team and voluntary agencies
- Supporting children and their families through the provision of an Early Help Plan
- Monitoring and analysing data regarding the achievement of SEN/D pupils

SEN/D Support Staff

SEN/D Support Staff report to the Inclusion Leader. All Support Staff assist children with a range of needs within school. Teaching Assistants work in classes every morning and in Reception and Year 1 classes each afternoon. Their responsibilities for supporting children with additional needs are:

- Ensuring that they know which children have additional needs in the class they are supporting
- To support the school's implementation of the SEN/D Code of Practice
- Familiarising themselves with Provision Map targets for particular children
- Delivering support in class that addresses differentiated intervention planning and Individual Provision Map targets, directed by the class teacher
- Having reference to their own copy of teachers plans each week
- Liaising with class teachers in order to deliver differentiated provision
- Helping to prepare any resources e.g. visual prompts to help support differentiation in order to include all learners, or as directed by class teachers
- Giving feedback to class teacher by annotating children's recorded work or by 'post-it' noting key learning observed that is not recorded
- Work flexibly under the guidance of the class teacher and senior staff
- Complete training audit and attend training where necessary

Class Teachers

Class Teachers are responsible for 'Quality First Teaching' which will be accessible to all children including those who have additional needs. By Quality First Teaching we mean:

- Differentiating to meet the needs of all children in their class
- Targeting individual pupils for particular support
- Small steps teaching for those who need it
- Exploring every opportunity across the curriculum to reinforce basic skills in literacy and numeracy
- Careful monitoring of pupil progress
- Complete training audit and attend training where necessary

The class teacher will be the member of staff who has the most contact with the pupils so they will take responsibility for thorough assessment and identification of any additional needs. The class teacher will liaise closely with parents/carers and seek support from the Inclusion Leader when necessary.

General Teaching Assistants

Teaching Assistants will work with children in the class as directed by class teachers and aim for full inclusion of all children into the class. This may involve a holistic approach to support in the class rather than allocation of 'hours' to one particular child. Teaching Assistants will ensure that they are aware of any additional needs within the class.

STORING AND MANAGING INFORMATION

Stanford Infant School is a data controller for the purposes of the Data Protection Act (1998). We collect personal information about our pupils and may receive information about our pupils from previous schools and the Learning Records Service. We hold this personal data to:

- Support children's learning;
- Monitor and report on their progress;
- Provide appropriate pastoral care, and
- Assess how well we are doing

Information about our pupils that we hold includes their and their family's contact details, assessment results, attendance information and personal characteristics such as their ethnic group, any special educational needs they may have and relevant medical information. In relation to SEN/D, we may also hold information about a child's performance in class or notes from interventions.

When a child leaves Stanford Infant School, any relevant information about their learning or Special Educational Needs will be transferred to the new school.

REVIEWING THE POLICY

This policy will be reviewed annually and should be read in conjunction with our:

Administration of Medicines Policy
Anti-Bullying Policy
Behaviour Policy
Children in Care Policy
Intimate Care Policy
Learning and Teaching Policy
Safeguarding and Child protection Policy
PSHE and other Subject Policies

ACCESSIBILITY

Access to the Environment

Stanford Infant School is a split level site and is built on two levels with two sets of stairs. The main entrance to the building is through the Reception area which has a small step and a portable ramp for wheelchair access.

Details of our plans and targets on improving environmental access and promoting equal opportunities for disabled people are contained in our Accessibility Plan and Disability Equality Scheme.

Arrangements for providing access to learning and the curriculum

As a school we ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible 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 and the teaching styles will be diverse.

Staff work in a way to avoid the isolation of the children they are supporting, and encourage collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each subject policy has details of specific inclusion issues that are pertinent to it.

Differentiation is shown within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

Access to Information

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/use of Learning Partners/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

Disability Equality and Trips or Out of School Activities

Stanford Infants tries to make all trips inclusive by planning in advance and using accessible places.

All children are welcome at After School Clubs and our Breakfast Club. Providers have their own arrangements and policies for ensuring this.

DEALING WITH COMPLAINTS

Parents/carers are given opportunities to comment on the support their child receives through feedback for annual reviews and as a response to yearly class reports. If a parent/carer wishes to complain about the provision or the policy, they should raise it with the Inclusion Leader, who will try to resolve the situation.

If the issue cannot be resolved, then the School's Complaints Policy may need to be followed. See the Policy for details.

BULLYING

Within subject teaching, children are introduced to ideas, artefacts, visuals and people past and present from a variety of countries, cultures and different traditions. This promotes greater respect and understanding and enables children to celebrate and appreciate diversity and as such actively supports positive relations within our local and wider community.

Stanford Infant School is committed to promoting Disability Equality and staff will make reasonable adjustments to promote equality of opportunity between disabled and non-disabled pupils. As a whole school we aim to ensure everyone is able to take part and resources include positive images of disabled people and other groups that challenge stereotypes.

Where unsafe behaviour is a factor for a child, measures are put in place to support them at key transition times including play times and to include them in positive social groups. Our Learning Mentor runs group sessions where necessary to promote self-awareness, manage emotions and support children to create friendship links.

See our Anti-Bullying Policy for more information.

Agreed by Staff: October 2016

Agreed by Governors: 5th December 2016

Agreed by Families:

Review due: October 2017