

Position Statement July 2019

Co-ordinator	Trish Keenan	Subject or Aspect	Inclusion
Intent			
<p>At Meadow View it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure provision for pupils for whom this is required, based on their individual needs. These needs are not limited to SEND and could be for a variety of reasons such as a medical need, English as an additional language, pupil premium or LAC status.</p> <p>We feel that all members of the school are here to support these children and do not rely on the knowledge of a few to provide support. We feel that it is a whole school approach to inclusion that best supports a child who needs additional provision.</p> <p>At Meadow View we also support the whole child not just the academic development. We look to nurture the social and emotional development of a child as much as the learning skills needed to access the curriculum. We aim to provide opportunities to develop their communication skills to be able to interact in a range of situations with a variety of people. We want children to be able to be independent in their education and self help skills and begin to develop the skills needed for adulthood.</p>			
Implementation			
<p>All children are provided with quality first teaching in line with the schools teaching and learning policy. All staff are expected to know which children fall into the various vulnerable groups. Both teachers and TA's have had CPD opportunities to learn about supporting children with a variety of needs. We have invested in the time and skills of our whole staff to provide a level of inclusion that should meet the needs of all of our children including those with additional needs. All teachers work closely with the TA assigned to their class to assess, plan for and provide support for our vulnerable groups ensuring that the support is appropriate for the need and fosters an element of independence. At Meadow View we actively discourage the use of the same adult supporting a group of children all of the time. This 'velcro TA' approach is detrimental to a child's independence and so a different approach should be used. Within the timetable and the teaching and learning policy the use of target tables, next steps and verbal feedback has enabled children to be supported from their individual starting points within each lesson rather than grouping them and labelling them with limits to the tasks they can access. Similarly the support they receive should be provided equally by the teacher as well as the TA. Resources should be easily accessible on 'help desks' for children to be able to access at all times which increases independence and reduces the idea that only the lower ability uses certain resources. Children should be prompted to use these resources if needed and targeted children would be provided with specific resources to meet specific individual needs. Same day interventions have been built into the timetable as well as personal development breaks to ensure that children are given support proactively and reactively. Any child needing further support from this will have a plan in place outlining their needs and actions to support them with these needs. Outside agencies are consulted to give advice to school and monitor the progress of the most vulnerable children. Staff are fully responsible for the teaching and progress of these children with the SENCo supporting them with them to liaise with parents and outside agencies.</p> <p>Specialised support may be delivered by members of staff that have been trained for the needs of an individual. i.e Diabetic training, Physio, Dyslexia specialist. These members of staff are directed by the SENCo to provide the level of support needed in line with the care plan or advice from an outside source i.e NHS staff, LSS.</p>			

Children with an EHCP are supported in line with their EHC plan and monitored by the class teacher, SENDco and Inclusion support agencies.
The SENDco is involved in all pupil progress meetings to ensure that early identification is used to provide support to children on a graduated response.

Impact (Include data)

- Staff continue to have a better understanding of their classes individual needs.
- TA's have a good understanding of their role in supporting children who fall into vulnerable groups and have shown effective actions taken to support them through performance management targets.
- Structured conversations or school support plans completed for all SEND children by class teachers and monitored by SENCO.
- Outside agency involvement used more effectively to support a wider group of children not just those at EHCP (7) or working towards EHCP level (8).
- 20 new referrals to LSS, 8 LSPs implemented and reviewed.
- All children with a diagnosis of ASD (8) referred to ACT and planned staff consultations started termly for regular information or advice.
- 11 new referrals to EPS, 8 reports and 7 staff consultation sessions used to begin a more robust graduated response.
- SALT provision continuing to provide early identification, structured intervention and entry and exit assessments. Outcomes show that Assessment and reviews of individuals : 15 children identified, 8 children discharged, SALT set programmes for home/school and monitored S+L development throughout the school year, Full speech and language assessments completed and detailed report written and/or advice for EHCP. See SALT Impact Report.
- Staff training: Attachment and Trauma, ASC, Emotion Coaching, Restorative Practise, Team Teach, Drawing therapy.
- TA's completed specialist training on OTAP,ELSA and Boxall Profiles.

Strengths for 2018/2019

- SEMH support for children identified as LAC, SEND or vulnerable.
- Use of PIVATs in KS1 and LKS2 to support personal and social development.
- Support given to children with a medical need.
- Parent / school relationships for children with an EHCP or School Support Plan.
- Work with support agencies to identify areas of need.

Priorities for 2019/2020

SALT Next steps:

- continue to support the assessment and running of groups in foundation and KS1 – school staff to continue to run the groups and ask for support if required. S< to train foundation and KS1 staff to complete assessments as S< will be in school less this year so unable to do all assessments. S< to speak with SENDCo at start of autumn term to discuss priorities for next year where there will be less S< time

Cognition and Learning:

- Staff input on supporting children with SEND for writing. CDP on setting effective SMART targets. Add a review box to the structured conversations to be able to record the discussion taking place about the previous conversations before working on the next targets. Monitor the success rates of children meeting structured conversation targets and school support plan targets.

SEMH:

- Begin to use Boxal profiling to assess and plan for support for children where PIVATs are not having sufficient impact – Y5 and Y6.
- Establish better links with CAMHS to support the referral, waiting list, assessment

process.

Sensory and Physical:

- Re look at the fine and gross motor programme and refresh intervention with staff.
Explore the use of resources to support physical development for fine and gross motor.
- Establish better links with school nursing to support incontinence, eating and sleep.

Independence:

- Explore 'preparing children for adult hood' as targets rather than independence from an adult in learning.

EAL:

- Continue to develop the language based curriculum to support childrens learning and explore supporting children with English acquisition 3+ for more advanced learning strategies.

LAC:

- Dedicated ELSA time throughout the year to build on good practise.