

Inclusion

Areas of Strength	Focus Areas for Development
<p>Identifying, Assessing, and Meeting Needs — Reducing Barriers</p> <ul style="list-style-type: none"> Emerging needs are identified swiftly and accurately using a range of robust systems: in early years, team meetings with SENCo and speech and language therapist are held early in the year (and termly) to ensure the best provision is in place and identify children in need of more formal assessment and support. (<i>SENCo notes & emails</i>) New starters throughout the school are assessed in phonics / reading immediately, and targeted support provided to reduce barriers to accessing the wider curriculum. (<i>phonics assessments</i>) Weekly phase leader meetings ensure any emerging concerns are raised with senior leaders and appropriate provision put in place in a timely manner (<i>phase leader meeting notes</i>) There are careful, enhanced transitions for all SEND pupils: <ul style="list-style-type: none"> for new starters visits to nursery provision by SENCo where relevant are arranged, in addition to home visits each new academic year, there is ‘transition+’ package for targeted pupil, involving letters, summer calendar, social stories, re-orientation sessions for pupils moving to Year 7, SENCo forums with secondary leaders ensure detailed discussions, Secondary SENCos are invited to Year 6 annual reviews. (<i>transition resources, SENCo records</i>) <p>Supporting Disadvantaged Pupils</p> <ul style="list-style-type: none"> The school has an extremely thorough and evidence-based Pupil Premium strategy, rigorously reviewed by governors. (<i>PPG strategy</i>) Core strategies as part of quality first teaching – seating arrangements and live feedback – are implemented systematically across the school. (<i>monitoring</i>) Additional interventions also provided targeted support responsive to pupil needs- tutoring, additional reading, pre-teaching (<i>planning & intervention registers</i>) Provision for disadvantaged pupils is reviewed and refined as part of termly pupil progress reviews (<i>pupil progress notes</i>) There is alignment with whole school priorities: PPG strategy links to Writing, SEND, and attendance improvement areas (<i>School Priority action plans</i>) <p>Supporting Pupils with SEND</p> <ul style="list-style-type: none"> Consistent principles are used to adapt the school’s rigorous and well-planned curriculum for SEND pupils when required. A mastery approach means pupils who have not secured foundational knowledge from lower year groups are taught this using high quality instruction 	<ul style="list-style-type: none"> Include more parent voice in written records of SSP reviews Develop a more consistent framework for adaptation of English curriculum for children in Key Stage 2 unable to access their year group’s curriculum. Further embed recent initiatives on Makaton & SCERTS practice with sustained staff training programmes

and resources, eg. White Rose Maths, Read Write Inc phonics. (*curriculum planning, phonics groups*)

- Formal and informal systems are used to provide tailored support to pupils with SEND, with School Support Plans implemented using the 'plan, do, assess, review' cycle and formally reviewed termly with SENCo, teacher and parents. (*SSP records*)
- A range of external expertise is used to signpost and monitor provision, including speech & language team, specialist teacher and Education Psychologist. (*SENCo records including MAP Meeting Notes*)
- Teachers and leaders are highly responsive to changes in circumstances, with emergency annual reviews proactively arranged for EHCP pupils when necessary. (*annual review documents*)
- A special intervention classroom (Apple Intervention Class) has been established for pupils in EYFS and KSI with complex needs. Internal and external monitoring has found extremely high-quality provision is in place with pupils making excellent progress from their starting points. (*monitoring*)
- There are strong multiagency and parental partnership: PINS (Partners in Neurodiversity Schools) Coffee Mornings, signposting the local offer from Hackney, and engagement with Family Intervention, Family Coaching, WAMHS, and other external professionals. (*PINS records*)

Supporting Pupils Known (or Previously Known) to Children's Social Care

- Effective support is in place for pupils known to social care. PEPs for relevant pupils are completed termly with teachers and the Assistant Head for Inclusion. (*PEPs*)
- There is also collaboration with the Virtual School and link Educational Psychologist, as well as the school's Learning Mentor where needed. (*PEPs*)
- Fortnightly Pupil Monitoring Meetings are also used to address changes in need or circumstances. (*pupil monitoring minutes*)