

# Core Inclusion Offer

(School Annual SEN Information Report 2017-18)



[www.pennyman.teesvalleyeducation.co.uk](http://www.pennyman.teesvalleyeducation.co.uk)

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## Pennyman Primary Academy – Core Inclusion Offer

### Definition of Inclusion

At Tees Valley Education we consider Inclusion fundamentally as equality of opportunity. When putting together the **Core Inclusion Offer** for each of our academies, we have identified three strands to the creation of a fully inclusive Academy: the creation of inclusive cultures; producing inclusive policies; evolving and sharing inclusive practices.

The Inclusion Standard, as defined in The Salamanca Statement (UNESCO, 1994), re-affirms inclusion as...

*“...the continuous process of increasing the presence, participation and achievement of all children, young people and adults in local community schools where possible. ”* and asked all governments *“as a matter of law or policy the principle of inclusive education, enrolling all children in regular schools, unless there are compelling reasons for doing otherwise’...*

The Tees Valley Education Inclusion team has responsibility for overseeing specialist education and provision for all vulnerable learners (e.g SEND, welfare & safeguarding) who attend any of the trusts’ academies (Pennyman Primary Academy, Brambles Primary Academy and Dormanstown Primary Academy). The team works collaboratively to ensure the whole learning community achieves educational success.

### 1. Objectives of the Trust Board in developing inclusion & the creation of inclusive cultures

A key objective for the academy is to ensure Pennyman Primary remains an inclusive, secure, accepting, collaborating and stimulating community, where everyone feels valued and where all children are enabled to fulfill their potential. Our aim is to uphold our inclusive values, shared between all staff, children, governors, parents/carers and stakeholders so that all of our children can be the best they can be.

### 2. People responsible for coordinating and delivering inclusive practice through the ‘Core Inclusion Offer’

Inclusive practice is promoted through the Inclusion team and wider Senior Leadership team, comprising of:

- CEO / Executive Head Teacher
- Trust Board and Senior Leadership Team
- Head Teacher
- Deputy Head of Academy / SENDCo
- Assistant Head with responsibility for mainstream SEND
- SEND Inclusion Officer
- Attendance & Welfare Officer
- Learning & Behaviour Mentor
- All other staff who contribute as needed

### 3. Arrangements for coordinating provision

Additionally resourced provision is coordinated through:

- recruiting staff and trust board members who are representatives of the academy and local community
- twice yearly Unit admission meetings with the Local Authority and key stakeholders
- established systems and structures within the academy to enable us to support all pupils and their individual needs

#### 4. Identification, assessment and provision

At Pennyman Primary Academy we have protocols and policies in place to identify groups of children who may be considered 'vulnerable' in regards they are at risk of marginalisation, exclusion or underachievement. They include:

- Special Educational Needs & Disability
- Family support (i.e those children from families experiencing difficulties or who are 'LAC' or living with carers/extended family members)
- Social & Emotional needs / Mental Health
- Children at risk of underachievement due to behaviour
- More able & talented
- Free School Meals
- EAL
- Attendance/Punctuality concerns
- Additional/other groups whose progress or position against national standards is causing concern at any given time
- Medical needs and prolonged periods of absence through hospitalisation

#### Identification – a graduated response

Children are tracked closely using whole school and specialist SEN tracking systems; those children considered vulnerable are identified. The SENDCo maintains a register of children with special educational needs and adopts a graduated response (Diary child; SEN Support, EHCP). Additionally, at every assessment point, pupil trackers are used to identify where other groups/individuals are causing concern in terms of progress and/or achievement. This model allows a transitory approach to the targeting of interventions both integral to, and additional to, class lessons.

Pupil voice is an important aspect of Academy practice and regular opportunities are given to gain an insight into pupil views and opinions. This takes the form of:

- Pupil reviews (child contributes during meeting)
- Feedback questionnaires (Pupil views form)
- Circle time
- Academy Council
- Assertive mentoring (subject specific)
- Friendship groups

#### Assessment

We have a continuous process of assessment ensuring children are challenged appropriately and achieve as well as they can. Vulnerable learners are tracked termly as part of pupil progress meetings and IEP reviews (where applicable). Close monitoring is undertaken by the Inclusion team which enables all vulnerable children to be monitored, with support targeted as and when required.

In Nursery/EYFS the Development Matters assessment tool is used to monitor key areas of early childhood development. Where there are concerns regarding a child's development, or if significant delays are noted, appropriate professional support is sought. **Note:** Pennyman Nursery children with additional needs must follow the same referral route for Unit places as non-Pennyman children. Children with SEND who have been placed in Nursery on assessment via the Pennyman Unit Panel are not guaranteed a Reception place. Referrals and waiting lists are maintained by Middlesbrough Local Authority SEND Team; admission Panel meetings are held at key points in the academic year.

### SEND Provision - whole school

Provision guidance based on pupil outcomes is provided to teaching staff; associated plans such as IEP's and intervention plans are monitored closely by the SEND Inclusion team, through Key Stage pupil progress monitoring. Intervention practices follow a graduated response and take a positive approach to tackling under-achievement, viewing difficulties as differences in learning styles, to be accommodated and facilitated within teaching strategies, rather than perceived as a barrier to progress.

Strategies include:

- Quality First Teaching
- Adult support in classrooms
- Differentiated teaching to promote choice and independence in learning
- Mentoring/friendship groups
- Extended school activities
- Commissioning of external professionals to engage targeted pupils
- Family support, with clear referral routes and easy access to targeted and specialist services
- Subject specific external moderation and Peer reviews
- Peer moderation and collaboration across the TVE Trust

### SEND Provision – Additionally resourced Unit

Pennyman has a 50 + 5 nursery place additionally resourced Unit provision, covering all phases. We provide an enriching and challenging curriculum for children with physical, complex health and learning difficulties, with associated speech, language and communication needs. The curriculum is delivered in small groups; specialist teaching is greatly enhanced with extra adult support across 4 discrete classes. Resource unit places are allocated in consultation with the Local Authority at place panel meetings. The resource unit allows us to take a whole school approach to multiple learning styles and needs. All teaching and learning staff consider the learning environment from the perspective of the child, and seek new ways to provide them with choice, dignity, independence and self-esteem through the design and layout of our learning environment.

For children with physical / complex medical needs, we have a fully accessible school site and resources which enable them to access the curriculum e.g ancillary aids, assistive technology, adapted desks, chairs, writing slope and specialist software programmes. An onsite Therapy Suite allows health practitioners to provide Physiotherapy and Occupational Therapy. A large wet room with ceiling track hoist ensures children's hygiene needs are met. Portable specialist equipment (hoist) allows staff to offer a fully inclusive curriculum during educational visits. There are 2 specialist care/changing rooms. Outside areas have been adapted to ensure wheelchair access.

A purpose built multi-sensory room offers direct and indirect stimulation in a relaxed, secure and welcoming environment. All of our equipment has been carefully chosen to enhance the curriculum and allow the child to interact using a range of resources, such as bubble tubes, wall panels, fibre optics, sensory lighting, projection and wi-fi controllers.

In Lower School there is a soft play area which is used for Early Years and Key Stage 1 pupils to promote and develop positive play and interaction.

### Medical and health care support

Pennyman Primary Academy commissions Health Care support from a care support provider. Support ranges from general first aid and lifting/handling through to more complex medical care, i.e paediatric first aid, tracheostomy care, stoma care and catheterisation. Children attending the academy who have medical and/or physical needs would have their healthcare support delivered by the care support provider and

Pennyman Academy support staff. All Health Care support within the academy is overseen by a Lead Medical and Learning assistant.

For children attending the academy with a known medical need, and details of the medical conditions(s) are confirmed in written form by a medical practitioner, the academy Inclusion Officer will produce an Individual Health Care plan. The plan will be used to inform those working with your child of their needs within school, how their condition affects them on a daily basis, if they are taking medication and any restrictions imposed upon them. For children arriving to school via LA Transport, it is the DfE and academy policy to share the child's health care plan with the LA transport team, who are likely to share this with the bus / taxi escort.

### Extended Schools

At Pennyman there is a range of clubs and activities for all pupils:- Steel drumming, Fencing, Choir, Chess club, Dance club, Archery, Cookery, Wheelchair basketball and Film club. All key stages enjoy termly educational visits to local areas of interest, linked to class topic work. Children in upper school have the opportunity to attend a week long residential visit.

Our Breakfast Club has grown in popularity and offers a healthy breakfast to almost 100 pupils each school day. We have guided reading sessions, Lexia Learning, craft table and i-pads before the start of each school day. During the Easter and Summer breaks a range of activities take place over a 4 week period on the academy site, all offered at a subsidised rate to parents/carers, to keep costs to a minimum.

Further details can be found on the academy website, [www.pennyman.teesvalleyeducation.co.uk](http://www.pennyman.teesvalleyeducation.co.uk)

### 5. Funding of specialist provision

The specialist Unit provision at Pennyman Primary Academy is funded using a 'Place Plus' formula implemented by the Education & Skills Funding Agency (ESFA), who fund the first £10,000 per high needs unit place directly to the Academy. Subsequent pupil 'Top-up' fees are charged to the respective Local Authority, per pupil, on a monthly basis. Some children accessing the specialist unit provision will also qualify for Pupil Premium Funding. Please refer to the Pennyman website for further details of the breakdown of this spending. The Academy SEND Admissions Policy describes high needs funding arrangements in greater detail.

### 6. Monitoring

We have adopted a whole school approach to support children's needs, using a range of strategies which are regularly reviewed. The Trust Board, senior leaders and the Inclusion Team meet regularly to track progress and review the effectiveness of school procedures. We monitor planning, assessment, attainment, target setting, standards of teaching and learning and the school environment itself (see school website for 3 year Accessibility Plan). Access arrangements are sought for pupils with special educational needs for end of Key Stage 2 tests, in accordance with DfE guidance.

Within class, Individual Education Plans (IEPs) are reviewed and updated by class teachers with support from the SENDCo on a termly basis. The targets are generated through close liaison between parents, pupils, school and other agencies. Pupil progress and concerns about vulnerable pupils/groups are relayed to staff by Key Stage leaders where future and past actions are discussed against data and other measures. This information forms the basis of next steps in relation to vulnerable groups.

We are aware of, and responsive to, the needs of our gifted and talented children and the Inclusion team is also responsible for this strand.

Teaching staff monitoring pupil behaviour will liaise with the SENDCo and PSA/learning mentor; concerns are shared and the required actions to address those concerns are put in place. This could include: one to one meetings with parents, individual or small group mentor work with child(ren), Individual Behaviour Plan (IBPs), resilience sessions with the Educational Psychologist and a home/school behaviour chart.

All staff receive annual in-service CPD on Safeguarding, led by the Head of Academy. All relevant documentation relating to Safeguarding is located on a centrally held system. All staff are expected to record any concerns on CPOMS, which automatically alerts concerns to members of the senior leadership team. Monitoring reviews undertaken by an external moderator take place termly in school; they cover several key strands, including: Inclusion, SEND, Vulnerable Learners and Welfare & Safeguarding.

### **Additionally resourced provision**

Pennyman Primary Academy is proud of the range of specialist provision offered to children with a range of additional and complex health needs. Here are some examples of our provision:

#### **Soft Play area**



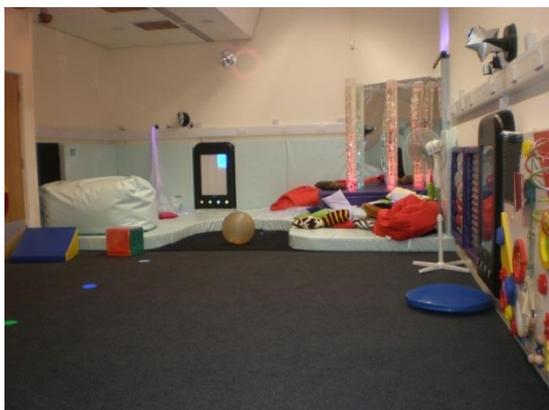
#### **Wet Room adjacent to Sensory Room**



#### **2 x Healthcare / Changing / Therapy rooms**



#### **Sensory room**



The flowchart below illustrates the 3 strands of need covered within the Inclusion team area of responsibility. This is the full range of provision on offer at Pennyman Primary Academy, and the professionals involved in delivering services and therapies to some of our children and families:

## PENNYMAN INCLUSION TEAM

**SENDCo / SEND Officer / Welfare & Attendance Officer**  
**Safeguarding vulnerable Learners**

**Physical  
Medical  
Sensory**

Physiotherapy & Occupational Therapy (1½ days) delivered on-site in Therapy Suite

Sensory Room / Soft Play

Health Care provision (permanent on site)

Personal care / changing facilities

Hydro Pool sessions (off-site)

Wheelchair Clinic (annual)

Medical & Learning TA

Specialist Health intervention (Urology, Continence, Epilepsy, Diabetes)

Hearing Impaired Service (termly review)

Visually Impaired Service (termly review)

**Cognition & Learning  
Communication & Interaction**

Four additionally resourced classes (EYFS, Y1/2, Y3/4, Y5/6) providing small group teaching

Educational Psychologist

Speech & Language Therapy

Learning & Language Team

Beverley Outreach (ASD)

Priory Woods Outreach (SLD)

**Social, Emotional & Behaviour  
Welfare**

PSA / Behaviour Mentor

Specialist Behaviour TA

Educational Psychologist

Resilience programme

Family Support Team

Positive Handling (certified trainers)

Holmwood Outreach (SEMH)

Trust Counsellor

Note: Some of the provisions above are funded through a LA high needs 'Top-Up' which is provision mapped and linked directly to the needs outlined in the child's EHCP.

## 7. Parental liaison

We recognise the impact parenting has on the development of children throughout school life. We value the positive role and contribution parents can make to the education of their child(ren). We work in partnership with parents, ensuring mutual trust and respect. Parents are encouraged to come into school and discuss concerns with the class teacher, SENDCo, Inclusion Officer, Welfare Officer, PSA or Head of Academy.

For parents / carers, we provide:

- Parenting and nurture programmes
- Whole family learning programmes to help empower parents so they can support the needs of their families
- Advice and guidance to signpost parents to courses in the local area
- A heavily subsidised breakfast club and a range of after-school clubs run on academy premises
- Open days in school to allow parents to engage in their child's learning, including access to phonics teaching in EYFS.

The Academy keeps parents informed and involved in academy life and actively seeks their views. This allows us to listen to suggestions on ways in which we can enhance our provision and ensures we keep in regular contact with parents of children who receive home to school transport.

## 8. Access to the curriculum – vulnerable learners

Staff receive training and strategies from a range of professionals to support the inclusion of all learners and the promotion of Quality First Teaching.

With parental consent, the academy can signpost children and families to the following professionals & practitioners:-

- Educational Psychologist (both Local Authority and commissioned independent EP)
- Learning & Language Team (commissioned service)
- Counsellor (employed across TVED Trust)
- Specialist counselling e.g Bereavement, Art therapy (NHS or Charity via referral)
- Physiotherapist / Physiotherapy Assistant (NHS)
- Speech & Language Therapist (NHS)
- Occupational Therapist (NHS)
- Locality School Nurse and Health Visitors (NHS)
- Healthcare Support (commissioned service)
- Service for children with Hearing Impairment (Local Authority)
- Service for children with Visual Impairment (Local Authority)
- Family Support Team / Inclusion Support Officer (Local Authority)
- Outreach support from specialist teachers for Autism (Beverley School); Profound/Multiple learning difficulties (Priory Woods School) and Emotional/Social difficulties (Holmwood School).

Through appropriate curricular provision, we recognise that our children:

- have individual education and behavioural needs
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

All children have an entitlement to a broad and balanced curriculum which is differentiated to enable them to both understand the relevance and purpose of learning as well as experience levels of understanding and rates of progress that brings feelings of success and achievement. Wherever possible, children are not withdrawn from the classroom, however, there are times when to maximise learning, children may work in small groups or in a one to one situation.

### 9. CPD

All staff regularly access appropriate training, advice and resources to ensure that they are able to work in and contribute to the ongoing process of developing inclusive practice in school. The SENDCo and other subject leaders lead training and arrange CPD by other appropriate professionals to facilitate access to new initiatives and programmes.

### 10. Health & Safety and Training

The Academy site is fully accessible; it is a single storey site with ramps, disabled toilet(s) and washing facilities. Access arrangements are reviewed regularly and are available to download from the academy website (3 year Accessibility Plan). All visitors to the academy must report to reception and wear ID badges for the duration of their visit, signing out upon departure. All staff and children who require special assistance during emergency evacuation are included in the academy Personal Emergency Evacuation Plan (PEEP). Routine fire and emergency evacuation exercises are held each term. Visitors working directly with children must produce a valid Disclosure & Barring Certificate to Office staff.

All teaching and learning staff have received positive handling training. A core group of TVE staff are qualified positive handling trainers, and this service is available to schools and other education service providers on a commissioned basis. In addition to this, adults responsible for moving & handling children receive tri-annual safe moving & handling training. TVE can provide a bespoke training package in safe moving & handling to schools and other organisations. Further details on all TVE training courses can be obtained from [www.teesvalleyeducation.co.uk](http://www.teesvalleyeducation.co.uk)

Staff receive specialist inset in relation to the administration of rescue medication e.g anaphylaxis (Epi-Pen), Buccal medication (Epilepsy) and Diabetes awareness training. Support staff have received training in relation to safe eating / swallowing techniques to safely assist children with a known choking risk.

### 11. Links with other schools & Outreach support

At Pennyman Primary Academy we work closely with all Secondary and Special schools to enable a seamless transition. For some vulnerable learners, this process begins in Year 5 (as recommended in the Code of Practice). The Inclusion Team work closely with parents to encourage them to make the most appropriate choice of school for their child(ren), and encourages ongoing dialogue between the Local Authority and parents to ensure a seamless transition takes place. Where necessary, we can support secondary transition sessions in the chosen secondary school in the summer term before the child leaves.

We maintain close links with our TVE Trust partner academies; Brambles Primary Academy and Dormanstown Primary Academy, and hold regular focused SEND meetings to share best practice.

For those students who require more specialist support, we work in partnership with staff at Beverley School for Autism, Priory Woods Special School and Sunnyside Primary School which has a resource base for children with Sensory difficulties.

The SEND Inclusion team offers a range of support packages to other schools at a chargeable SLE rate (full or ½ day). Support ranges from Outreach Support, peer support, site accessibility surveys and effective commissioning / use of resources. Further details on the full package of support and courses available to schools can be obtained from the Academy SEND Inclusion Team.

## 12. Links with other agencies

We have a multi-agency approach to working; we engage a range of professionals in supporting all aspects of children's needs. In addition to those services who work regularly in the academy (see sections 6 & 8), we also have clear referral routes to external agencies. Services include:- Sensory Impaired Service (HI & VI), Social Care, CAMHS, Families Talking, Forget me Not, Barnado's/Bridgeway, Welfare Support, Housing, Grants & Benefits.

## 13. Links with charitable organisations

Many of our families benefit from receiving additional support and guidance from charities. Charities operating at both national and local level can offer specially tailored support in relation to the child's particular medical condition and/or illness. Support can vary, but could include family days out, funding for equipment and short breaks. The academy has links with many charitable organisations and the Inclusion Team can signpost parents to a relevant charity upon request. Please also see charities listed under 'Useful Contacts' section.

This document will be reviewed annually by the Senior Leadership Team and Trust Board.

## 14. Linked policies & documents

### Tees Valley Education

SEND Admissions Policy

Admission Policy & Nursery Admission Policy

Attendance Policy

Safeguarding Policy

Behaviour Policy

Equality Policy & Equality objectives

Accessibility Plan

Health & Safety Policy

Personal Emergency Evacuation Plan (P.E.E.P) Guidance

Supporting children with medical needs & life threatening illness Policy

Intimate Care policy

Graduated Response

Pupil Premium Grant policy

### Other policies and guidance documents

DfE – Supporting pupils at school with medical conditions (December 2015)

DfE SEND Code of Practice (2014)

DfE School Admissions Code (2014)

Children & Families Bill (2013)

## 15. How to contact us



**Pennyman Primary Academy, Fulbeck Road, Ormesby, Middlesbrough, TS3 0QS T: 01642 314750**

**[www.pennyman.teesvalleyeducation.co.uk](http://www.pennyman.teesvalleyeducation.co.uk)**

**email: [pennyman@teesvalleyeducation.co.uk](mailto:pennyman@teesvalleyeducation.co.uk)**

## 16. Other useful contacts & information

### Local Authority & Health Authority

Middlesbrough Council Children with Disabilities Team	579161
Redcar & Cleveland Council Children with Disabilities Team	304500
Middlesbrough LA SEN Team	201828
Redcar & Cleveland LA SEN Team	304511
Middlesbrough LA Parent Partnership Officer	201872
Redcar & Cleveland LA Parent Partnership Officer	837745
The Cleveland Child Assessment Unit – JCUH	854288
Service for Children with Visual Impairment	354353
Service for Children with Hearing Impairment	354353
Middlesbrough Welfare Rights Service	729242
Redcar & Cleveland Welfare Rights Service	771166
Physiotherapy / Occupational Therapy Service	873901
Speech & Language Therapy Service	246603

### Charities & support organisations

In Control	01564 821650
Contact a Family	0808 808 3555
Whizz Kidz	01642 276251
Jack in the Box (R&C)	01642 384091
Council for Disabled Children	0207 843 1900
The Parents Carers Alliance (R&C)	<a href="http://www.TPACA.co.uk">www.TPACA.co.uk</a>
Parents 4 Change (Middlesbrough)	01642 200526
MAIN Project (Autism support)	01642 608012
SCOPE	0808 800 3333
Mencap	0808 808 1111
Disability Rights UK	0800 328 5050
Family Action	020 72546251
MIND (Mental Health)	020 8519 2122
Barnado's (North East)	0191 240 4801
Forget Me Not (Teesside Hospice Child Bereavement)	01642 811063
I-Can (Children's Communication)	020 7843 2544

## Frequently used SEND acronyms

ASD:	Autism Spectrum Disorder
ADD/ADHD:	Attention Deficit Hyperactivity Disorder
BS:	Behaviour Support
CAF:	Common Assessment Framework
CAMHS:	Child and Adolescent Mental Health Services
CLDD:	Complex Learning Difficulties & Disabilities
CWD:	Children with a Disability
CCG:	Clinical Commissioning Groups
DfE:	Department for Education
EHCP:	Education, Health & Care Plan
EP:	Educational Psychologist
EWO:	Education Welfare Officer
HI:	Hearing Impairment
HNF:	High Needs Funding
LAC:	Looked After Child
LA:	Local Authority
LS:	Learning Support
MLD:	Moderate Learning Difficulty
MSI:	Multi-sensory impairment
ODD:	Oppositional Defiance Disorder
OT:	Occupational Therapy/Therapist
PD:	Physical Disability
PDD:	Pervasive Development Disorder
PMLD:	Profound and Multiple Learning Difficulties
PR:	Parental Responsibility
PT:	Physiotherapy/Physiotherapist
SALT/SLT:	Speech & Language Therapy/Therapist
SENDCo:	Special Educational Needs and Disability Co-ordinator
SEND	Special Educational Needs and Disabilities
SLCN:	Speech, Language & Communication Needs
SLD:	Severe Learning Difficulties
SpLD:	Specific Learning Difficulties (Dyslexia/Dyscalculia)
TA:	Teaching Assistant
TAF:	Team Around the Family
VI:	Visual Impairment