

St Chad's Patchway CE VC Primary School

Inclusion Policy

'Learning to love, loving to learn'

Introduction

At St Chad's, we value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter to us and we work hard to develop every area of a child. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We can only achieve this by working transparently and closely with every person who is involved with each child. There is no one size fits all and rather we would like to develop strategies that best suit the need and requirement for each child taking into account their personal need.

This is achieved by:

- Designing a curriculum to promote a full range of learning, thinking and life skills
- Providing a broad, balanced and relevant curriculum
- Setting suitable learning challenges
- Responding to children's diverse learning needs
- Using flexible and responsive teaching and learning styles
- Overcoming potential barriers to learning and assessment for individuals and groups of children
- Equipping children with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of society
- Developing a close partnership within and with the whole community, particularly, parents and governors.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for our children. We aim to give them all the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of children to ensure that they are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons, enabling them to take into account the abilities of all. We recognised pertinent acts of parliament such as The Equality Act 2010 which in this case refers to "protected characteristics", how we approach this is explained in more detail in our single equalities policy.

We make this a reality through the attention we pay to the different groups of children within our school, not just abilities, for example:

- Girls and boys;
- Children from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Children who have English as an additional language
- Children who have Special Educational Needs
- Children who are gifted and talented
- Children who are looked after children
- Children who are at risk of disaffection or exclusion, young carers, sick children, children from families under permanent or temporary stress.

We aim to provide a differentiated curriculum that meets the needs of all children, individuals and groups by:

- Setting suitable learning challenges
- Responding to a child's diverse learning needs
- Overcoming potential barriers to learning and assessment.

We strive to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our children
- Providing high quality pastoral care, support and guidance, driven by the leadership team
- Safeguarding the health, safety and welfare of children
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community.

Teachers ensure children:

- Feel secure and know that their contributions are valued

- Appreciate and value the differences they see in others
- Take responsibility for their own actions
- Participate safely, in clothing that is appropriate to their religious beliefs
- Are taught in groupings that allow them all to experience success and make progress
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping
- Have a common curriculum experience that allows for a range of different learning styles
- Have challenging targets that enable success
- Are encouraged to participate fully, regardless of disabilities or medical needs.

Definitions

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority,
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.

Section 1(1), Disability Discrimination Act 1995

Not all children who are defined as disabled will have SEND. For example, those with severe asthma, arthritis or diabetes may not have SEND but may have rights under the Disability Discrimination Act (DDA). Similarly, not all children with SEND will be defined as having a disability under the DDA. Please refer to 'The Disability Rights Commission's Code of Practice for schools' for more information.

Aims

- To ensure that all children, including those identified as having special educational needs and / or disabilities (SEND) and being gifted and talented (G&T), have a common entitlement to an accessible, broad and balanced academic and social curriculum, and are fully included in all aspects of school life.
- To ensure that all members of the school community are proactive in promoting the positive behaviour that ensures an inclusive ethos.
- To eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.
- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To provide full access to the curriculum through differentiated planning by class teachers, Inclusion Leader and support staff as appropriate. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those children recorded as having SEND support.
- To ensure that all children are perceived positively by all members of the school community, and that SEND and G&T and inclusive provision is positively valued and accessed by staff and parents/carers.

- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of continuing school life, learning and the wider world.
- To seek the views of the child and take them into account.
- To involve parents/carers at every stage in plans to meet their child's additional needs.

Guidelines

The governing body recognises that the following guidelines are specific to children with SEND. However they recognise their commitment to inclusion for all groups as covered in: the introduction, relevant policies (see final paragraph), and the ethos of the school.

Roles and Responsibilities

The Governing Body will:

- in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with SEND and G&T, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work towards inclusion.
- appoint an SEND governor who will report to the committee which takes a particular interest in and closely monitors the school's work on behalf of children with SEND and G&T and meet regularly with the Inclusion Leader.
- Ensure applications for admission are made appropriately through the Local Authority admissions process. <http://www.southglos.gov.uk/education-and-learning/schools-and-colleges/school-admissions/>

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND and G&T. The Headteacher will keep the SEND Governor fully informed and also work closely with the school's Inclusion Lead. Appropriate confidentiality will be maintained.

All teaching and non teaching staff will be involved in the development of the school's Inclusion policy and be fully aware of the school's procedures for identifying, assessing and making provision for children with SEND and G&T.

Teachers and non-teaching staff will ensure that the work for children:

- Takes account of their pace of learning and the equipment they use,
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids,
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials,
- Allows opportunities for them to take part in educational visits and other activities linked to their studies,
- Approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children to learn about light in science, and to use visual resources and images both in art and design and in design and technology for example,
- Uses assessment techniques that reflect individual needs and abilities.

The Inclusion Lead working closely with the head teacher, senior leadership team and fellow teachers, should be closely involved in the strategic development of the Inclusion policy and provision for children with SEND and G&T.

The Inclusion Lead has responsibility for:

- day-to-day operation of the school's Inclusion policy and for coordinating provision for children with SEND and G&T.
- liaising with and advising fellow teachers,
- managing learning support assistants,
- overseeing the records of all children with special educational needs and disabilities,
- liaising with parents of children with special educational needs,
- contributing to the in-service training of staff,
- liaising with external agencies including the Local Authority(LA)'s support and educational psychology services, health and social services, and voluntary bodies,
- liaising with the SEND governor and children, Staffing and Curriculum committee of the governing body,
- monitor and reporting on plans and interventions.

Working in Partnership with Parents, including Local Offer.

The school recognises the value of working closely with parents in enabling all children to achieve their potential and will treat all parents, or those with parental responsibility, of children with SEND, G&T and or disability as partners by:

- informing parents as soon as their child is identified with SEND / G&T and making sure that they understand the purpose of any intervention, booster or programme of action. Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs at School Action. The Inclusion Lead will attend this meeting if the school or the parent thinks this is appropriate.
- acknowledging and drawing on parental knowledge and expertise in relation to their child,
- focusing on the children's strengths as well as areas of additional need,
- recognising the personal and emotional investment of parents and being aware of their feelings,
- ensuring that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings,
- giving information about any local support groups which may be of help,
- respecting the validity of differing perspectives and seeking constructive ways of reconciling different viewpoints,
- respecting the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers,
- recognising the need for flexibility in the timing and structure of meetings,
- always seeking parental permission before referring them to others for support,
- informing them of their child's entitlement within the SEND framework,
- including in Support Plan targets to work towards at home, and inviting parents/carers to contribute their views to the review process. All SPs and reviews will be copied and sent to parents/carers after meetings,
- discussing ideas and materials for supporting learning at home,
- providing regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request,
- ensuring regular communication between school and home in order that concerns are promptly acted on. Where this has not happened, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps to making a complaint in more detail.

Allocation of Resources to and amongst children

The Inclusion Leader maps provision to show how resources are allocated to each year group and develops this through work with individual teachers and the Headteacher. This is subject to change as appropriate.

Identification and Assessment Arrangements, Monitoring and Review Procedures

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, and children who may show specific talents or gifts (G&T). Often this work is undertaken through termly Pupil Progress Meetings.

The school's system includes reference to information provided by:

- Early Years Foundation Stage Profile,
- Progress measured against the assessment focuses in English and Maths,
- National Curriculum descriptors and age related expectations,
- Progress measured against the P level descriptors,
- Standardised screening and assessment tools,
- Observations of behavioural, emotional and social development,
- An existing EHCP (Educational Health and Care Plan) of SEND,
- Assessments by a specialist service, such as educational psychology, identifying additional needs,
- Another school or LA which has identified or has provided for additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion Leader and parent, the child may be recorded as needing either:

- differentiated curriculum provision within the class or in small groups outside of the classroom for a set period.
- additional support through school provision known as **SEND support**,
- additional support through external provision.

Differentiated Curriculum Provision

In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher where appropriate. At this stage it may also be appropriate for the child to join a small group of children receiving booster support to get their attainment back on track, or work which is targeted higher in response to their specific G&T needs. This support will normally be given by a teaching assistant but be planned by the class teacher or Inclusion Leader. At this stage information will be shared with parents during the standard methods such as parents' evenings, and will be part of the school's monitoring of progress and provision.

Monitoring of progress will be carried out by the class teacher and teaching assistants and used to inform future differentiation within whole class planning. This progress is also monitored by the Inclusion Leader and the Head and Deputy to ensure continuity and to help plan the most appropriate support.

The 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 adequate progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the *Code of Practice*, that is, progress which:

- closes the attainment gap between the child and their peers (SEND),
- prevents the attainment gap from growing wider (SEND),
- is similar to that of peers starting at the same attainment baseline, but less than the majority of peers (SEND),
- matches or betters the child's previous rate of progress,
- ensures full access to the curriculum (SEND),
- demonstrates an improvement in self-help or social or personal skills,
- demonstrates an improvement in the child's behaviour.

Where a period of differentiated curriculum support or booster groups have not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School SEND support** level may need to be made.

SEND support

SEND support provision would be indicated where there is evidence that:

- there has been little or no progress made with existing interventions,
- additional support is required to develop or to enable a child to work at their full potential in English or maths,
- additional support is required for emotional, behavioural or social development,
- additional support is required for sensory or physical impairments,
- additional support is required for communication or interaction needs.
- The additional support will be in addition to and different to that which is received by the majority in the class.

The group may be taught by the class teacher and also supported by a teaching assistant.

The responsibility for planning for these children remains with the class teacher, in consultation with the Inclusion Leader.

A child receiving support at **SEND support** will have an Support Plan – See Appendix 1.

This will include information about short-term targets set for the child, the teaching strategies and the provision to be put in place. Support Plans record what is additional to or different from the normal differentiated curriculum plan.

They are shared and reviewed with parents.

Monitoring of progress against targets will be closely monitored by the class teacher and teaching assistant.

Support Plans will be reviewed at least three times a year. Some children may need more frequent reviews. The class teacher is responsible for organising and holding Support Plan reviews with Inclusion Leader support as and when necessary. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action. A graduated approach of assess, plan, do, review etc will be used to support this process.

As part of the review process, the Inclusion Leader and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to seek advice from and involve external agencies such as school nurse, Educational Psychologist. Alternatively the child may make good progress and parents and school staff may decide that an SP is no longer necessary if the child begins to work at the level of differentiated curriculum support.

External Agency Involvement

Provision at this level always includes the involvement of **specialist services** in addition to all the support offered for children at SEND support. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. The responsibility for planning for these children and ensuring the progress for these children remains with the class teacher, in consultation with the Inclusion Leader.

Children at this level of support would be indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- continues to make little or no progress in the areas of concern,
- continues working at National Curriculum levels and / or age related expectations substantially below that expected of children of the same age,
- continues to have difficulty in developing English and maths skills,
- has emotional, mental health or social needs which regularly and significantly interfere with the child's or others' learning,
- has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service,
- continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning,
- requires the involvement of outside agencies to advise on meeting their needs.

A child receiving support at this level will have a Support Plan. Monitoring will take place as for SEND support provision. Provision will run concurrently with differentiated curriculum support. Children who make good progress at this level may move to SEND support provision where further support from outside agencies is no longer deemed necessary. This decision is made in consultation with parents.

A child presenting with behavioural difficulties may require a Behaviour Support Plan (BSP). A senior member of school staff, parents, the child and possibly the Behaviour Support Team and Educational Psychologist will be involved in implementing the plan. Parents are expected to support the plan and the school will support the child and parents in making the plan successful.

Request for a statutory assessment

Following the implementation of a SAF (Standard Assessment Form) and successful review for a child who has significant SEND, the school may request the LA via First Point to make an EHCP assessment. This is done in agreement with Parents/Carers and usually the school's Educational Psychologist. Parents may also request the LA to conduct an EHCP assessment.

If the LA decides an EHCP assessment is necessary, advice will be requested from parents, the school, the educational psychologist and other agencies involved with the child, including health and social services. The Case Advisory Panel will then make a judgement based on the agreed criteria for making an assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Educational Health and Care Plan (EHCP)

A child who has an Educational Health and Care Plan will continue to have arrangements as explained above.

Additional support will be provided according to the individual plan.

The responsibility for planning for these children remains with the class teacher, in consultation with the Inclusion Leader.

There will be an Annual Review, chaired by the Inclusion Leader, to review the effectiveness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. As part of the review process where children have made good progress a request can be made to cease the plan and conversely where an individual continues to experience significant difficulties a request for increased funding or review of placement can be made. These requests are then considered by the Case Advisory Panel.

Gifted and Talented Children

Gifted and talented children will be given appropriate stretch and challenge in every classroom and opportunities to further their particular talents outside school at a local and national level.

In the classroom:

- there will be access to a differentiated curriculum that provides stretch and challenge,
- teachers have high expectations of achievement,

- tasks are designed to take account of levels of existing knowledge, skills and understanding,
- there are planned extension opportunities or open-ended tasks.

In the school:

This varies according to subject area and is covered using a variety of methods:

- Enrichment activities,
- Opportunities for performance,
- School clubs,
- Specialist teaching,
- Partnerships with secondary schools.

The School's Arrangements for SEND and Inclusion Inset Training

- The Inclusion Leader will hold National Award for Special Educational Needs Coordination or be training to complete it,
- The Inclusion Leader attends regular cluster meetings to keep up to date with developments in Special Educational Needs and Inclusion,
- The issues of meeting additional needs and Inclusion are targeted each year through the School Development Plan when appropriate. Inset training and individual professional development is organised according to these targets,
- In-house additional needs and Inclusion training is provided through staff meetings by the Inclusion Leader and outside agencies as appropriate,
- 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 or whole class level,
- Support staff are encouraged to extend their own professional development and this will often be linked to specific inclusion needs.

The use made of teachers and facilities from outside the school, including support services

- The Educational Psychologist visits the school regularly (according to timetable), following discussion with the Inclusion Leader as to the purpose of each visit.
- The Inclusion Leader liaises frequently with a number of other outside agencies according to the needs of the child, for example:

Inclusion Support Co-ordinators

School Nurse

Community Paediatrician

Speech Therapy

Physiotherapy

Occupational Therapy

Sensory Impairment Team

Behaviour Support Team (BST)

Child and Adolescent Mental Health Service (CAHMHs)

Social Services

Education Welfare Service

Parents/carers are informed if any outside agency is involved unless it is linked directly to a child protection concern.

Monitoring and Evaluation

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Summary

In summary, we achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Does each child achieve their best?
- Are there differences in the achievements of different groups of children?
- What is in place for children who are not achieving their potential?
- Are our actions effective?
- Are we successful in promoting racial and social harmony and preparing children to live in a diverse society?
- Are all our children happy to be in school? Are all our staff happy to be in school?

All members of our community are valued, can feel secure and are offered opportunities to learn. Structures are in place to support inclusion if they cannot.

St Chad's CE Primary School will help all children make the best possible progress. No child or adult will be treated 'less favourably' for a reason related to their disability and 'reasonable adjustments' will be made to ensure that the disabled are not at a disadvantage. (Disability Discrimination Act 2001.)

In our school the teaching and learning, achievements, attitudes and well-being of every child are of the utmost importance. We follow the necessary regulations to ensure that we take the experiences and needs of all our children into account when planning for learning and this forms the basis for the ethos of the entire school.

This policy should be read in conjunction with the school's Child Protection policy, Safeguarding policy, Behaviour policy, the SEND Code of Practice (<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>), and Medical Needs Access to Education policy. The school also refers to South Gloucestershire Local Offer. <http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/local-offer/>

Reviewed January 2020

To be reviewed January 2021.

One Page Profile for

Photo

(copy from SIMS)

Tick if appropriate

EHCP

SAF

PEP

Like and admire

(list positive qualities, strengths and talents. Parent, child and teacher to give input)

What's important to me

(bullet point what really matters to the child from their perspective. Child input)

How to support me well

(what is helpful and what is unhelpful. Include any 'buttons' that it would be useful to know, and strategies for calming/ support. Parents, child and teacher to input)

What I would like to improve this year

(Targets for the year– could include independence, improving behaviour, reducing anxiety, something specific in English or maths etc. Child, parent and teacher input– see actions overleaf)

Support Action Plan

(include actions for home, school and child to support targets on p1)

Date Agreed	Action for	Action	Comment (review)	Completed ✓

Action plan (continued)

Date Agreed	Action for	Action	Comment (review)	Completed ✓

Let's See What's Working

(Review with parents and child 3x per year)

	What's Working?	What's not working?
For the child		
For the family		
For staff		

What needs to happen next to build on what's working, and change what's not working? Do we need to set a new action? If so, add to action plan.

	Last Year	T1	T2	T3	T4	T5	T6
R							
W							
M							