

Howe Dell Primary School



Inclusion Policy

Introduction

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities (SEND) Code of practice 0-25 and Equality Act 2010. It has been written in conjunction with the following school policies also: Accessibility Plan, Valued Behaviour, Child Protection (safeguarding), Children Looked After, Children known to a Social Worker, Equality Scheme, School Offer and Equal Opportunities Policy.

Howe Dell School is an inclusive school that welcomes, values and nurtures the different experiences, cultures, talents, interests, capabilities and strengths of each child. It is our expectation that every child will reach his or her maximum potential in a caring and supportive environment that provides equal opportunities for all.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so 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.

(Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014)

Aims and Objectives

With a therapeutic approach, we strive to overcome and remove barriers for and with our children. Through an engaging and enriched curriculum relevant to our pupils, we create inquisitive and motivated learners. Our school aims to be an inclusive school whereby we recognise the importance of a 'different for different' approach and ensure learning is personalised so that all learners achieve. We ensure equality of opportunity and access to the curriculum for all children to meet individual needs within a safe and inclusive learning environment.

We recognise that all learners may become vulnerable in their learning at different times. Nationally, recognised groups include:

- Learners at risk of poor attendance
- Learners at risk of suspension and/or permanent exclusion.
- Learners from families under stress
- Learners from minority ethnic backgrounds, including: travellers, refugees, asylum seekers.
- Learners with medical needs
- Children Looked After (CLA)
- Learners with SEND and other disabilities
- Learners with high mobility

Our school uses assessment systems and data to analyse the performance of all learners, including those who may be vulnerable in their learning at school. Pupil Outcome meetings are held between the Executive Headteacher, Deputy Headteacher, Assistant Headteachers, class teachers / phase leaders to discuss class cohorts. Discussions and plans for individual learners with identified barriers to learning are held between the Assistant Headteacher for Inclusion and class teachers through Inclusion Review meetings. The outcomes of the analysis and actions planned to address underachievement is an integral part of the school's key priorities and School Improvement Plan.

The National Curriculum is our school starting point for planning a curriculum that meets specific needs of individuals and groups of learners. We meet these through the following channels:

- Monitoring review of provision
- Setting suitable learning challenges
- Responding to learners' diverse learning needs
- Providing scaffolding in classrooms (planning and resources)
- Assessment for Learning; using a range of assessment strategies (formative and summative) and tools
- Overcoming barriers to learning – implementing in class support, group and individualised bespoke intervention programmes
- Providing pastoral support which is integral to our care of pupils
- Providing theme days and topic weeks across each academic year and other enrichment opportunities.
- Seeking advice and working collaboratively with external agencies which include: Speech and Language Therapy Service, Educational Psychology team, Specialist Advisory Teachers, School Nursing Service, CAMHS, NESSie, Occupational Therapy, SENse Assist and Woolgrove Outreach Service.

As a school, we promote and achieve educational inclusion by continually monitoring and reviewing through:

- Termly review of assessment data (termly distribution and tracking sheets)
- Use of Teacher Assessment Frameworks (TAFs)
- Year group Pupil Outcome Meetings
- Venn Diagram mapping of cohorts
- Termly reviews of Learning Plans
- Annual Reviews of Education, Health and Care Plans
- Termly Inclusion Review meetings
- Providing Continuous Professional Development training opportunities for all staff, both teaching and support staff.

Roles and Responsibilities

At Howe Dell Primary School, all staff are responsible for the promotion of inclusion. It is part of our school ethos. We believe that it is important that all learners access quality first teaching, are treated fairly, irrespective of their beginning, achieve their potential and are given the opportunities to learn effectively in a safe and nurturing school environment. All learners have a right to be provided with individual support and respect from their teachers, classroom teaching assistants and other staff.

At Howe Dell, we are extremely fortunate to be equipped with our own Inclusion Team and Hub to support children and families. This comprises of an Assistant Head for Inclusion, an Inclusion Hub Lead, and SEND Teaching Assistants. The advantage of having an Inclusion Team means that within our school, we are able to offer expertise from a team of professionals who work together to ensure high aspirations, limitless ambition and good outcomes for all children including those with SEND. The school is also responsible for the delivery of the DSPL 5 Behaviour Outreach.

Teaching and Learning

The SEND Code of Practice (January 2015) states that: *'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.'*

We aim to give all our learners the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of learners to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each learner's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their learners.

When the attainment of a learner falls significantly below the age related expectations, teachers enable the learner to succeed by planning work that is in line with that child's individual needs. Where the attainment of a learner significantly exceeds the expected level of attainment, teachers work towards pupils achieving a greater depth of understanding of the subject.

Teachers are familiar with the relevant equal opportunities legislation as outlined in the school's Single Equality Scheme. This scheme covers the following areas:

- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race
- Religious Belief
- Sex
- Sexual Orientation

Teachers know precisely where children and young people with SEN are in their learning and development at Howe Dell. Teachers at Howe Dell, with support from the Assistant Headteacher for Inclusion:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high expectations and aspirations, set stretching targets for children with identified barriers to learning
- track children's progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

Children with Disabilities

Disability Statement

Howe Dell Primary School will help all learners 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)

Some learners in our school have disabilities (cognitive, neurodiversity, physical or sensory) and consequently need additional resources to support them achieve. The school is committed to providing an environment that allows these learners full access to all areas of learning, through physical, emotional or learning adjustment. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access.

Teachers scaffold teaching and tasks as appropriate for learners with disabilities. For example, they may give additional time to learners with disabilities to complete certain activities. In their planning, teachers ensure that they give learners with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work for these learners:

- 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, visual aids
- is adapted or offers alternative activities in those subjects where learners 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

- use assessment techniques that reflect their individual needs and abilities

Our school makes every effort to meet the learning needs of all of its learners without recourse to disapply or modify. We achieve this through greater differentiation of the learner's work, or through the provision of additional learning resources. In exceptional circumstances we may decide that modification or disapplication is the correct procedure and would only do this after detailed consultation with parents and the Local Authority and in line with sections 364 and 365 of the Education Act 1966.

Special Educational Needs and Disabilities (SEND)

Our school provision and support for learners with Special Educational Needs and Disabilities operates with due regard to the New SEN Code of Practice (April 2015). The Governing board has identified a governor to have specific oversight of the school's provision in this area and our Executive Headteacher ensures that all those who teach and work with learners with special educational needs are aware of their responsibilities in line with the Code of Practice. The Inclusion Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. Through Inclusion Learning Walks and termly meetings with the Assistant Head with responsibility for Inclusion, the Inclusion Governor has an up-to-date working knowledge of the practices taking place in school. The Assistant head for Inclusion reports to the Governing Board termly with a School Inclusion Report.

Learners with Special Educational Needs have learning difficulties that call for special provisions to be made. Such learners can be identified on our school records. All our learners are assessed when they join our school, so that we can build upon their prior learning. If our assessment shows that a learner may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEN Support. The school's Assistant head for Inclusion will support teachers and parents in the process. We record the strategies used to support learners with special educational needs with individual Learning Plans. The plans will show the short-term targets set for the learner, the teaching strategies to be used and any additional differentiated resources. It will also identify additional provision and interventions and indicate the planned outcomes and the date for the plan to be reviewed.

In line with the revised Code of Practice 2015, the SEN support will take the form of a four part cycle within a Learning Plan. A graduated response encompasses an array of strategies and recognises there is a continuum of special educational needs. At Howe Dell, we will make full use of all available classroom and school resources before calling on outside agencies.

If reviews of an individual learner's targets and provision identify that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, learners will be seen in school by external support services. External support services will provide information for the learner's Learning Plan and any targets and provision that needs to be made. The new strategies within this plan will, wherever possible, be implemented in the learner's normal classroom setting. If a learner continues to demonstrate a significant cause for concern, a request for an Education, Health and Care Plan (EHC Plan) will be made to the LA. A range of written evidence about the learner will support the request.

In our school the Assistant Head for Inclusion, in conjunction with the Inclusion Hub lead:

- Has strategic oversight of SEND across the school
- Manages the day-to-day operation of the Inclusion Policy and Inclusion Register
- Co-ordinates the provision for learners' special needs
- Supports and advises colleagues
- Oversees the records of all learners with special educational needs
- Acts as a link with parents, external agencies and other support services
- Monitors and evaluates the special educational provision and reports to the Governing Board
- Ensures that the assessment of learners reflects, as far as possible, their participation in the whole curriculum of the school by breaking down the assessment into smaller steps
- Contributes to the professional development of all staff.
- Liaising with early years' providers, other schools, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Executive Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Oversee the Day to Day management of the Inclusion Hub and team
- Management of individual children's funds through HNF.

High Attaining Pupils

Lesson planning includes strategies to ensure that higher attaining learners are empowered with their learning and accurate assessment of their current level of achievement ensures that lessons are pitched appropriately. We offer a wide range of opportunities for our learners to develop increased self-confidence and self-esteem, increased enjoyment of learning, personal satisfaction, higher aspirations, and ultimately better school attainment.

School based opportunities include:

- Being elected onto the School Council and being empowered to lead on school events
- Being play leaders, developing their skills and passion for sport whilst helping to develop the skills of other learners.

Opportunities out of school include:

- Interschool Writing and Maths days for higher attaining learners.
- Interschool sports competitions and festivals

Partnership with Parents and Carers

The school works closely with parents and carers in the support of their children. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our inclusive support for our learners.. Parents are informed of any changes to their child's provision and are directly involved in referrals to external agencies. Parents are invited to contribute to the target setting and review of their child's Learning Plans and Education, Health and Care

Plans. Parents are signposted to a range of support such as courses and workshops run by our DSPL (Delivering Special Provision locally) and associated organisations through newsletters and website updates.

Admissions Policy

All applications for places at our school will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, religion or belief, gender or background.

Inductions

We value the importance of effective induction procedures with pre-school visits, parent's meetings and review of previous records. Before a child starts school, EYFS staff may undertake home visits, setting visits and invite the children to stay and play session. The Assistant Headteacher for Inclusion undertake transition visits with children's previous settings to discuss children as individuals. If the school is aware of special educational needs before a child starts school, we will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where resources are available, every effort will be made to support a child who has Special Educational Needs.

At Howe Dell Primary School every effort will be made to provide support for those families from the ethnic minorities, especially those who speak English as an additional language or have come into the country recently

Pastoral Support

At Howe Dell Primary School, we are acutely aware of the importance of pupil wellbeing and the very real impact emotional barriers can have on learning. We are committed to addressing such barriers through the pastoral support that is available to all children. Such support takes place through 1:1 sessions, group work and informal conversations. Regular Pastoral meetings take place between the Assistant head for Inclusion and the Inclusion Team members to discuss and plan for the current caseload. This is part of our therapeutic approach to supporting pupils which is embedded in school through Therapeutic Thinking.

Strategies and resources used to support learners include:

- 1:1 sessions
- group work
- Network Hand
- informal conversations
- Protective Behaviours.
- Risk Reduction Plans
- Individual Risk Assessment
- Anxiety Mapping
- Time to Talk
- Small garden approach to lunchtime to support behaviour and well-being
- Wishes and Feelings

Summary

In our school the learning and teaching, achievements, attitudes and wellbeing of every learner is important. We follow the necessary inclusive regulations to ensure that we take the experiences and needs of all our learners into account when planning, teaching, and learning.