

# The Reddings Primary & Nursery School



## Inclusion Policy

### 1. Introduction

To be read in conjunction with the following current school policies: Single Equality Scheme, Accessibility Plan (and Action Plan), Positive Behaviour Policy, Child Protection (Safeguarding) Policy, Children Looked After (CLA) policy, Gender Equality Policy, Race Equality Policy, School Offer (SEND Information Report) and SEND Code of Practice (Jan 2015)

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

#### 1.1 Mission Statement

Our aim as a school is to provide the best learning environment which can be supported by the wider community working together with us. The actions in the School Development Plan are driven by our Vision Statement 'Success for All' and our aims are as follows:

#### ***Success for All***

##### **Vision**

- A learning community which nurtures, develops and inspires

##### **Aims**

- To be welcoming and inclusive
- To encourage independence and confidence
- To have effective relationships built on respect
- To develop and maintain community partnerships
- To celebrate *Success for All*

## 2. Aims and Objectives

Our school aims to be an inclusive school where equality of opportunity is promoted, discrimination is tackled and learning is personalised so that all learners achieve. We recognise that all learners may become vulnerable in their learning at any time. Nationally recognised groups include:

- Gender groupings
- Gifted and Talented learners
- Learners at risk of disaffection, poor attendance or exclusion
- Learners from families under stress
- Learners from minority ethnic backgrounds, including: travellers, refugees, asylum seekers
- Learners from particular faith groups
- Learners with medical needs
- Children who are Looked After (CLA)
- Learners with SEN and other disabilities
- Learners with social, emotional and mental health needs
- Learners with high mobility

**2.1** Our school uses data to analyse the performance of learners, including those who may be vulnerable in their learning at school. The outcomes of the analysis and actions planned to address underachievement is an integral part of the school's Self Evaluation Form (SEF).

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

- Annual monitoring and review of the school provision map (updated termly for each cohort)
- Setting suitable learning challenges
- Responding to learners' diverse learning needs
- Dyslexia friendly classrooms and resources
- Differentiated planning of learning objectives
- Implementing the Every Child Matters Framework
- Assessment for Learning (including self assessment and peer assessment)
- Overcoming barriers to learning – implementing group intervention programmes providing additional curricular opportunities (themed topic weeks, School Sports Partnership festivals, Specific learning and difficulty support (SPLD), Speech and Language Therapy, Occupational Therapy, Nurture groups (Bright Stars Programme) and Play and Art Therapy (through the School Counselling Service)
- Seeking and implementing advice from external agencies

**2.3** We achieve educational inclusion by continually reviewing and monitoring through:

- Year group Pupil Progress meetings
- Pupil interviews
- Termly through distribution sheets and tracking sheets
- Learning Plans and Education, Health and Care Plans
- Monitoring of Teaching Assistants feedback and records

- Observation of Interventions
- Monitoring of the impact of interventions and 'top ups' for individual/groups of learners

### 3. Roles and Responsibilities

At The Reddings Primary School, all staff have a responsibility to promote inclusion.

- It is important that all learners are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- All learners have a right to individual help and respect from their teachers and other staff.
- All learners should have access to all aspects of the Curriculum at their level.
- The well-being of all learners is fostered, and learners are given extra support when experiencing difficulties.

### 4. Teaching and Learning

**January 2015 SEND Code of Practice 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.*

- 4.1** 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. For some learners, we use the assessment criteria from previous phases/steps. This enables some of our learners to make progress in their own lessons, perhaps after significant amounts of time spent away from school.
- 4.2** 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 use materials from a later year group/key stage, or extend the breadth of work within the area or areas for which the learner shows particular aptitude.
- 4.3** 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

#### 4.4 Teachers know precisely where children and young people with SEN are in their learning and development.

Teachers:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their 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

## 5. Children with Disabilities

### Disability Statement

The Reddings 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)

**5.1** Some learners in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these learners full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Teachers provide dyslexia friendly environments in classrooms. Many of our teachers and teaching assistants are 'in-service' trained to support learners with a hearing impairment. All classrooms are equipped with a Soundfield System to aid speaking and listening.

**5.2** Teachers modify teaching and learning as appropriate for these learners. 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.

**5.3** 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, vision 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

- includes approaches that allow hearing-impaired children to learn about sound 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 technology
- use assessment techniques that reflect their individual needs and abilities

**5.4** 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.

**5.5** In response to the Disability Discrimination Act 2005 – Disability, Equality Duty, our school has produced a Single Equality Scheme (April 2013) in conjunction with learners, staff, parents, governors and members of the wider community.

## **6. Special Educational Needs**

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 body has identified a governor to have specific oversight of the school's provision in this area and our Head Teacher 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. Our school operates under the SEN funding arrangements of predictable and exceptional needs funding.

**6.1** Learners with Special Educational Needs have learning difficulties that call for special provisions to be made. Such learners can be identified on school records with the initial 'K'. 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 Inclusion Coordinator will support teachers and parents in the process.

**6.2** 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.

**6.3** 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.

**6.4** 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.

**6.5** In our school the INCo:

- Manages the day to day operation of the Inclusion Policy and Inclusion Register
- Co-ordinates the provision for and manages the responses to 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 body
- Ensure 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, e.g. P Level Exemplification to aid progress and provide detailed and accurate indicators
- Contributes to the professional development of all staff.
- Liaising with early years providers, other schools, educational psychologists, 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 Head Teacher 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

### **6.6 Allocation of Resources**

The Head Teacher and INCo, along with the Senior Leadership Team, meet annually to agree on how to use funds directly related to predictable and exceptional needs. The INCo draws up the resources bid for the School Development Plan.

## **7. Gifted and Talented Children**

Lesson planning includes strategies to ensure that gifted and talented learners are empowered with their learning and accurate assessment of their current level of achievement ensures that lessons are pitched appropriately.

**7.1** A gifted and talented creative writing group and a more able maths group have both been offered in our school for learners in KS2. The Senior Leadership Team and subject leaders ensure that planning takes account of inclusion of gifted and talented learners' needs.

**7.2** We offer a wide range of schooling 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.

**7.3** School based opportunities such as:

- Opportunities to participate in creative and sporting activities to enhance the broad and balanced curriculum
- Visits to promote community cohesion

## **8. Children Looked After (CLA)**

Our school has due regard for its responsibilities under Sections 22(3)(a) of the Children's Act 1989 and Section 52 of the Children Act 2004 in promoting the learner's welfare and educational achievement and gives particular attention to the educational implications of any decision about the welfare of those learners.

**8.1** We ensure that all Children Looked After (CLA) have an effective, high quality Personal Education Plan (PEP) as documented in their Care Plan through liaison with social services.

**8.2** Designated teachers take an active part in the review process of the PEP and act on any changes required to meet the learner's educational needs.

**8.3** The Head Teacher, INCo or CLA Designated Teacher attends Care Planning Reviews and Core Group Meetings.

**8.4** The INCo, CLA Designated Teacher and class teacher take responsibility for on-going assessment and monitoring of attainment of learners in care through the Inclusion Register. Additional support within school and support from external services is arranged in order to bridge gaps in learning and bring learners up to age-related expectations.

**8.5** The INCo, CLA designated teacher is responsibly for monitoring the funding for pupil premium plus children to ensure that the money is spent on the best educational support and services.

## **9. 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. The views of parents are regularly sought through questionnaires to ensure they have the opportunity to voice their views/opinions. 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.

## **10. Admissions Policy**

**10.1** 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.

**10.2** We value the importance of effective induction procedures with pre-school visits, parents meetings and review of previous records. Before a child starts school, the Foundation teacher makes home visits. 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.

**10.3** At The Reddings 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.

## **11. Summary**

In our school the learning and teaching, achievements, attitudes and well being 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.