



**GOODYERS END PRIMARY SCHOOL**

# **INCLUSION POLICY**

Adopted by the Governing Body:

Signed: ..... Chair of Governors

..... Headteacher

Date: Spring 2018

Date of next review: Spring 2021

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## 1. Introduction

Goodyers End Primary School values the individuality of all 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 pupils' 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. This Inclusion policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010 and is written to help ensure that this school promotes the individuality of all of our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Additionally, Every Governing body is required by law to publish information about how the school makes provision to meet any Special Educational Needs or Disability (SEND) of its pupils. The information is available free of charge to parents of existing or future pupils of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school or by post. Alternatively, this document and further information can be found on the school's website: [www.goodyersend.warwickshire.sch.uk](http://www.goodyersend.warwickshire.sch.uk). Further information and advice on meeting Special Educational Needs and Disability in school is available from the government through their document **Special Educational Needs and Disability Code of Practice: 0-25 years (2014)**. The school operate its policy, provision and practice in accordance with this guidance.

## 2. Philosophy

Goodyers End Primary School aims to be an inclusive school. We firmly believe that ALL children have a right to equal access to a broad, balanced and relevant education. We aim to be a school that is inclusive of all pupils for whom placement in a mainstream school is appropriate. We encourage all children to give their best and to reach their full potential. We actively seek to:

- Remove barriers to learning and participation that might hinder or exclude individual pupils, or groups of pupils, thereby making equality of opportunity a reality for our children;
- Plan a curriculum that meets the specific needs of individuals and groups of children;
- Set suitable learning challenges for all;
- Respond appropriately to children's' diverse learning needs;
- Ensure the achievement and well-being of different groups of children within our school:
  - Girls and boys,
  - Children with global learning difficulties as a result of a specific disability/syndrome,
  - Children with complex and challenging special educational needs,
  - Children with speech, language or communication difficulties,
  - Minority ethnic and faith groups,
  - Children whose first language is not English,
  - Children from low income families who are entitled to free school meals,
  - Children whose education has been disrupted by illness, or breaks in their schooling for other reasons, including traveller children,
  - More able children,
  - Children who are at risk of disaffection or exclusion.

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- Provide other curricular opportunities outside of the National Curriculum to meet the needs of individuals or groups of children;
- Demonstrate our belief that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, disability, attainment and socioeconomic background;
- Recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional wellbeing, age and maturity;
- Recognise that all children could have a special educational need at some point in their school careers, whether temporary or permanent as a result of having a learning difficulty, being more able, having medical problems or a social, emotional or mental health need;
- Identify needs as they arise and provide teaching and learning contexts, as well as interventions where needed, that enable every child to achieve their full potential.

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

- Do all our children achieve their best?
- Are these differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are our actions effective?
- Are we successful in promoting harmony and preparing pupils to live in a diverse society?

Additionally for pupils with special educational needs, the Special Educational Needs and Disability Code of Practice: 0-25 years (2014) states:

*“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 other of the same age in mainstream schools.

All class teachers are responsible for the initial identification and assessment of SEN; they also have responsibility for its provision in the classroom. Provision is also made for more able children, both in terms of identification and supplying a suitable curriculum. It is recognised that some children will be gifted and that this is very much a special educational need. These children may be able to work at a much higher level than most children, and we recognise that they will need provision to meet their needs. Gifted and talented children need a greater variety of challenges in the work that is provided.

### **3. Aims and Objectives**

We set out our aims and objectives in an Inclusion Action Plan yearly. These are then reviewed at the end of each term to inform the next steps. This is done to ensure that children with Additional Needs reach their full potential and receive appropriate high quality provision. A copy of the current action plan is available on request. In order to achieve our aims we seek to:

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- Raise children’s awareness of themselves and others as unique individuals;
- Support pupils in exploring, discussing and engaging with the concepts of difference and diversity in a range of contexts;
- Ensure difference and diversity are celebrated across the whole school community;
- Ensure discrimination and prejudice are eradicated;
- Ensure that the school’s Inclusion Policy is implemented by all staff and is reflected in all school policies;
- Ensure implementation of Local Authority and Government inclusion legislation and recommendations;
- Identify and work to minimize barriers to learning and participations, and provide appropriate, timely support and interventions to meet diversity of need;
- Guide and support parents, pupils, school staff and governors on inclusion issues.

#### **4. Inclusive Provision**

The school offers a continuum of provision to meet pupils’ diverse needs. Teachers are familiar with relevant equal opportunities legislation covering race, gender and disability. Classes are mixed ability and teachers use flexible groupings according to a range of criteria. In-class support is provided by teaching assistants.

Through this approach we ensure that 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;
- Are taught in groups that allow them all to experience success;
- Are set suitable learning challenges that enable them to succeed;
- 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;
- Are encouraged to participate fully, regardless of disability or medical need;
- Are helped to overcome potential barriers to learning and assessment;
- Have access to a wide range of resources, including electronic devices to support their learning;
- Are provided with opportunities outside the National Curriculum to meet their needs (this includes speech and language therapy, counselling and motor skill development programmes);
- Are offered a range of extracurricular activities to further enhance their learning journey.

#### **5. Responsibilities**

It is the policy at Goodyers End Primary School to actively encourage the involvement of staff, pupils and parents in the education of children. This is particularly so for children with additional needs and children with SEND. The difficulties which these children may have are assessed and provided for in a variety of ways. The children have the opportunity to develop their potential with the guidance and support of the class teacher, the SEND Co-ordinator, EAL Co-ordinator, Designated Teacher for Children who are Looked After, Family Learning Mentor and Teaching Assistants. The school aims to provide for all the needs of the child whilst encouraging full inclusion in learning and school activities.

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Additionally, **the Governing body** are ultimately responsible for using their best endeavours to meet the needs of children with additional needs, including those with SEND, in their school. They are required to:

- Secure necessary provision for any child, including those with SEND;
- Ensure that all teachers are aware of the importance of identifying and providing for children with additional needs, including those with SEND;
- Ensure that all those teaching a child with SEND are aware of their needs;
- Report annually to the parents on the school's SEND Policy and practice.

**The Headteacher** as the leader of the school is responsible for ensuring that this is translated into reality in the running of the school. They will:

- Oversee the implementation of the Inclusion policy with the SENDCo;
- Work closely with the SENDCo, EAL Co-ordinator, Designated Teacher for Children who are Looked After, Family Learning Mentor and Pupil Premium Champion;
- Liaise with Governors.

**The Special Educational Needs and Disability Co-ordinator (SENDCo)** is the person responsible for co-ordinating the day-to-day provision for pupils with SEND. In this school this person is Mrs A Gray. She is also the EAL Co-ordinator and Designated Teacher for Children who are Looked After. As part of this responsibility she will:

- Maintain the SEND register and oversee records of children with SEND;
- Liaise with and advise class teachers on the support for SEND, EAL and CLA children;
- Manage Learning Support Assistants;
- Support class teachers in regular reviews of support in collaboration with parents and pupils;
- Liaise with parents of children who have additional needs;
- Co-ordinate the Annual Reviews of Statements of Special Educational Need or Annual Reviews of Education and Health Care Plans;
- Prepare reports and collate evidence (e.g. for multi-agency professional meetings);
- Audit, co-ordinate and purchase relevant resources;
- contribute to the in-service training of staff on all areas of support for pupils with additional needs;
- Liaise with external agencies including educational psychology services, specialist teacher services, health and social services, the Virtual School and voluntary bodies.

**All Teachers** are teachers of children with additional needs, including those with SEND and should take full responsibility for all children in their class. They are responsible for:

- Being aware of the school Inclusion policy and procedures;
- Initial assessment and identification of a child's needs;
- Alerting the relevant co-ordinators to concerns over progress or difficulties encountered;

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- Planning, teaching, assessing and evaluating in a way which takes account of the range of abilities and aptitudes of pupils;
- Considering how classroom organisation, teaching materials, teaching styles and differentiation can help pupils to learn more effectively, where difficulties are identified;
- With advice from the SENDCo, developing and implementing SEND support, drawing on advice from outside agencies where appropriate;
- Reviewing support regularly, in collaboration with parents, pupils and with the relevant co-ordinator;
- Maintaining a class Inclusion and Intervention file;
- Preparing reports for Annual Reviews and Audits;
- Liaising with Teaching Assistants;
- Ensuring transfer of information to other teachers as appropriate.

We also employ some staff to work specifically in this area to ensure that we are able to offer the additional support that is required and from time to time call upon professionals from outside of the school to offer us additional support and advice. These professionals may consist of Outreach Teaching Staff and external Support Agencies (listed in Appendix 1).

## **6. Involving Parents**

The knowledge and firsthand experience a parent has regarding their child is highly valued for the contribution it makes to the child’s education. Parents are seen as partners in their child’s learning journey, and through regular consultation, are given the opportunity to express their views, be active in decision making processes and participate in their child’s education. Without their commitment and support to continue the additional work that we do, the programmes that we put in place will not be as successful. **All parents will be consulted if we decide that we need to make additional SEND provision for their child and permission is always gained to involve external support agencies.**

We will request their attendance and advice at termly meetings to review support and progress, and ask them to undertake support activities at home. Parents of children who have a Statement of Educational Need or an Education and Health Care Plan will also be asked to attend Annual Review meetings. We are happy to meet to discuss any concerns there might be, and see parents as equal partners in their child’s learning and progress.

Across the school, pupil voice is strong. In class and through school council, pupils are given the opportunity to share their views and opinions regarding their successes and achievements and future developments. Pupils are also encouraged to share their thoughts and opinions as part of the support plan process that is in place to support pupils with additional needs.

If parents feel that the school is not meeting the needs of their child, procedures outlined in the Complaints Policy support them in seeking a satisfactory outcome. Parents may also seek support from the Family Information Service/SENDIAS.

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## **7. Admission Arrangements**

Children who have additional needs, EAL or SEND are admitted into school in accordance with our whole school admissions policy and Warwickshire Local Authority guidelines.

Where appropriate, liaison between pre-school agencies, previous schools, medical or other professionals is arranged to ensure a thorough knowledge of the child's needs; allowing a smooth transition to school.

## **8. Facilities provided for children with SEND**

Children with SEND are supported to the best of our ability within the boundaries of staff expertise and facilities of the school environment. Advice from external professionals is sought whenever necessary. At Goodyers End Primary School, the learning environment will ensure:

- A fair and whole school approach to discipline;
- A stimulating, sensitive and flexible approach to classroom layout and display;
- An atmosphere of acceptance, encouragement, respect and sensitivity;
- Communication and co-operation between staff;
- A structured and needs based approach to in-service training;
- Effective management to support the SENDCO, staff and parents through clear definition of roles;
- Access to specialist advice through all available support services;
- Continuous and constructive communication with parents.

We have made the following general adaptations the facilities to support increased access for children with SEND:

- blinds and carpeting is available in all classrooms to assist access for children with sensory needs
- a disabled toilet with showering facilities exists
- most exit/entrances to the school building/playground have been built with ramps
- sound equipment is available to assist children with hearing impairments
- an Accessibility Plan is in place and is regularly evaluated and updated

## **9. Assessment and Identification**

The attainment and achievement of all pupils is monitored closely and attention is paid to gender differences and the performance of vulnerable groups such as those who are on the Special Educational Needs register, Children who are Looked After, children who have English as an additional language or those who are from ethnic minorities. The school uses a consistent approach to assess and chart pupil progress. As a school we are aware that children make progress at different rates and in different areas throughout their school life. This may be affected by their health, absence from school, difficulties in their home circumstances, or other reasons such as their lack of English if they are newly arrived in this country. The school also recognises that children's self regard as

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learners, together with their confidence in learning and attitude towards school, are key determiners of performance in school. Where the attainment of a child significantly exceeds age related expectations, teachers extend the breadth and depth of tasks within the area or areas for which the child shows particular aptitude. When the attainment of a child falls significantly below age related norms, teachers enable children to succeed by differentiating tasks so that they are appropriate to individual needs. These reasons would not mean that a child or young person has SEND. We identify whether children have SEND in a number of ways:

- Information that we may receive when a child transfers to the school;
- Considering information and assessments that we may receive from other professionals outside of the education area, e.g. health services;
- Identifying where pupils have greater difficulties in learning in relation to other children of the same age;
- Constant monitoring of progress of individual children at regular intervals;
- Considering whether the pupil's rate of progress is in line with the progress of other children of the same age;
- Listening to what children and their parents/carers tell us;
- Conducting our own more in-depth assessment of learning and behaviour;
- Seeking further views through consultations with other outside agencies.

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. Additional assessments may then be used to give information to decide if extra support is needed, and if so the level of support required. These assessments include reference to information provided by:

- Baseline assessment results;
- Progress measured against the Age Related Expectations for pupils of that age;
- Standardised screening and assessment tools; or
- An existing Statement of SEND or SEND assessment.

In addition to this, informal assessment takes place through teacher observation, discussion with teaching assistants, discussion with the child, and marking and evaluating of work.

Parents are consulted as soon as difficulties are identified, in order to ensure that a combined and consistent approach is used to support the child.

## **10. A Graduated Approach**

If a child is making less than expected progress despite high quality teaching targeted to their area(s) of weakness, extra teaching or intervention programmes will be provided to support the child to secure better progress. Frequent review will identify when the child has improved and can be removed from the SEND register.

Where a child is still not making expected progress, more specialist advice will be sought from an appropriate external service.

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If expected progress has still not been made following a high level of support, we will consider along with the parent and other professionals whether to request an Education, Health and Care needs assessment of the individual pupil's SEND. This is a very serious decision and will sometimes mean that very specialist provision such as a special school may be required. This process fully accords with the national guidance issued through the *Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014)*.

It is our aim to make children independent of additional support as soon as possible. Each class teacher has an SEND file containing information about the children's SEND needs, advice from outside agencies and SEND support. The teacher also has an SEND register of children who are identified as having SEND. Each Phase has a Provision Map, which lists the pupils at the different stages of SEND support and outlines the provision in place. The SENDCo keeps an overview record of all pupils in the school who are receiving SEND support. An example of a Provision Map outlining the range of possible provision is included as Appendix 2. This is not exhaustive as provision is tailor made to meet the needs of each pupil.

## **11. Review Procedures**

We regularly monitor the progress of all our pupils, and children with SEND are no exception. We set targets for improvement for all children and will ensure that these targets are made available to both the pupils involved and their parents. It is particularly important for children with SEND that:

- Parents work with us and support the additional work that we are doing;
- We have the same high expectations for pupils with SEND as we do for all pupils;
- We regularly monitor and review our provision;
- We report at least yearly on progress to the Governing Body.

In addition to this, reviews will be carried out termly by the class teacher, SENDCo, parents and the child. The review should focus on:

- The child's progress and achievements;
- The effectiveness of support in place;
- Future action.

At the review it will be decided if the child:

- Continues with the same level of support with new targets
- No longer needs the extra support, but will be kept on the tracking register and monitored until there is no reason for concern
- Moves onto the next level of support.

External monitoring of our provision and arrangements is provided by the Local Authority and the OFSTED inspection process.

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## 12. Transitions

Any information regarding a child with additional needs including children with SEND will be discussed with the new class teacher. If a child moves school, SEND files are sent to the new school with the child's records. Meeting with the new class teacher within the school are arranged where possible, so that the needs of the child are fully understood.

Where a child has a Statement of SEN or an Education, Health and Care Plan, provisional recommendations will be made in the Year 5 review, so that parents have time to consider options available and so that liaison with the receiving school can be carried out.

## 13. Resources

We receive and use resources for meeting the needs of children and those with SEND in a number of different ways. This resourcing caters for all learners.

We must recognise that children have different degrees of difficulty, so the additional support that they receive will depend upon how great their difficulty is; children with greater difficulty receive more support. We call this our continuum of need and match it to a continuum of support. We use provision mapping to set out the additional activities that we undertake to provide support to different levels of need as part of our **graduated response**. This school takes its duties regarding SEND very seriously and commits significant resources to meeting children's individual needs.

The resources that we allocate are:

- Allocated fairly and equitably according to the level of need;
- Based on our professional assessment of the level of difficulty the pupil is experiencing in relation to other children of the same age;
- Compared with those of similar schools to ensure we are not out of line;
- Moderated through advice, help and support from SEND support services who routinely work across a number of schools.

Resources in school will be regularly reviewed and new resources purchased when possible and when appropriate.

## 14. Sharing Good Practice

As a school we are part of a local education community. We meet together at regular intervals and share good practice through consortium meetings and SENDCO network meetings, which allow professionals to come together to discuss concerns and new developments, as well as to plan training for the foreseeable future. In addition we:

- Support the transition of children between schools through planning and meeting teachers in the receiving school, and transferring records and knowledge;

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- Ensure that, if local, children have the opportunity to visit the school and meet key staff before the move.

## **15. Complaints Procedure**

Complaints about the provision or organisation of SEND will be dealt with through the procedures outlined in the school's Complaints Policy.

## **16. Key Contacts**

- Mrs A Gray – SENDCo, EAL Co-ordinator, Designated teacher for Children who are Looked After
- Miss A Foster – Interim Assistant Headteacher with responsibility for Pupil Premium (pre-Summer 2018)
- Mrs K Coleman - Deputy Headteacher with responsibility for Pupil Premium (post- Summer 2018)
- Mrs A Rees – Headteacher

E-mail: [admin2634@welearn365.com](mailto:admin2634@welearn365.com)

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## **17. Review Framework**

The policy will be reviewed every three years (or sooner in the event of revised legislation or guidance).

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**ADDITIONAL PROFESSIONAL SUPPORT**

- Educational Psychology Service
- Specialist Teacher Service (STS)
- Speech and Language Therapy
- Occupational Therapy
- Paediatric Physiotherapy
- Child and Adolescent Mental Health team (CAMHS) operated through RISE
- Looked after Children's Team
- Attendance and Compliance Enforcement (ACE)

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## PROVISION MAP EXAMPLE

## Year Group Provision Map

Year \_\_\_\_\_

Autumn Term 1: September – October 2017

Area of Need	Whole Class QFT support	Small Group Support	1:1 support
	E.g. Class, intervention/support, when, who with and how long:	E.g. Class, intervention/support, when, who with and how long and where:	E.g. Class, intervention/support, when, who with and how long and where:
Cognitive and Learning Literacy	<b>Y1G</b> Pre-tutor vocabulary with Red Group during Friday afternoons 10mins Pre-read text with Child H during introductions Picture prompts to support Child P	<b>Y1G – Reading Group 3x per week for 10mins with Mrs XY in class</b> Child A Child B Child C Child D	<b>Y1G – 1:1 Reading 3x per week for 10mins with Mrs XY in class</b> Child E Child F <b>Y1G - 1:1 support within class Mrs XV</b> Child P
Cognitive and Learning Maths	Y1G Numicon apparatus to support Group C: Child A Child B Child C Child D	<b>Y1G – Numicon Group 3x per week for 10mins with Mrs XY in class:</b> Group C: Child A Child B Child C Child D	<b>Y1G - 1:1 support within class Mrs XV</b> Child P
Social, Emotional and Mental Health		<b>Social Skills group 2 x per week 20mins with Mrs ZV in the Rainbow Room</b> Child F (Y1G)	
Communication and interaction		<b>Speech and Language programme 2 x per week 20mins with Mrs ZV in the Rainbow Room</b> Child F (Y1G) Child H (Y1H)	
Sensory and/or physical needs			<b>Physiotherapy programme 3 x per week in hall with Mrs ZV</b> Child F <b>Medication Mrs XV</b> Child P

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