

# Inclusion Policy Including SEND



**Foljambe Primary School**

We believe that this policy should be an overarching one that is true to the school's vision and aims. It makes clear the importance of; leadership, the culture within the school, as well as policy into practice. Our inclusion policy is linked to other school policies; teaching and learning, equality including disability, racism and gender equality, behaviour and discipline, health and safety, anti-bullying, safeguarding, PSHE and admissions.

It is the aim of the policy to support, the 5 outcomes of Every Child Matters. It promotes strategies of:-

**Being Healthy** Children will be supported through a variety of measures to ensure that they are mentally and emotionally healthy.

**Staying Safe** A safe and secure environment is provided to enable all learners to achieve their full potential.

**Enjoy & Achieve** Ensure that all children have access to High Quality First Teaching and access intervention programmes that enable all pupils to achieve their full potential regardless of educational need.

Provide an environment where all pupils regardless of any physical disability can access the social and educational aspects of school.

Encourage and support inclusive learning, gender, culture, academic, social and emotional needs.

Ensure pupils with EAL have equal opportunities to achieve and reach their potential.

**Making a Positive Contribution** Where possible involve children in decisions about their future role in school.

Encourage and model positive behaviour in school and the community which shows respect for others.

Provide confidence raising opportunities which enable children to deal positively with life changes and challenges.

**Achieve Economic Well Being** Provide children with the preparatory life skills to enable independent living and economic well-being.

**Inclusion Statement** We recognise that there is a diversity of special needs

including learning, health, behavioural, emotional and physical.

Pupils for whom English is an additional language may require specific language support to access the curriculum. It must be remembered that this is not a special educational need in itself but may or may not be associated with an additional special educational need.

We aim to provide for pupils who are Gifted and Talented and recognise that they may need special provision in order to cater for their specific needs. As part of our inclusion in the Wickersley Partnership Trust, the Inclusion team recognises the importance of developing and sharing good practice.

This policy is in keeping with the school's aims, its Teaching and Learning and its Equal Opportunity Policies.

**Quality First Teaching** At Foljambe Primary School, we believe that high quality teaching results in effective learning. We acknowledge that people learn in different ways and when planning, teachers take into account the variety of learning styles pupils may have. We aim to give all children the opportunity to succeed and reach high levels of personal achievement. This universal support means that we can meet the needs of most children in the class through differentiation. Staff aim to include visual, auditory & kinesthetic elements in each lesson. Lessons have a clear learning objective that is shared with the children. They are clearly linked to previous and future learning. Teachers provide opportunities for pupils to review their learning. They use modelling and effective questioning to support and extend learning. They involve all pupils and expect high standards of behaviour and recognise the importance of building positive relationships with children.

We base our teaching on our knowledge of the children's level of attainment and focus on identifying the next steps children need to develop in order to progress and succeed. All lessons are carefully differentiated to take into account the individual learning needs of each child.

At times, learners may encounter barriers to learning which will slow their rate of progress and impact on their attainment. Our tracking systems will ensure early identification of these and we will consider whether there may be special educational need that we need to address.

**Special Educational Needs and Disabilities** Whilst the majority of children at Foljambe Primary School make good progress through access to quality first teaching, we recognise that some children may require additional support to catch up and keep up.

This might take the form of additional adult support or appropriate resources. Termly pupil progress discussions often identify learners whose rate of progress has stalled and these children are added to the provision maps for the next term. If a Special Educational Need or Disability (SEND) is recognised, we will meet with the parents / guardians of the child to discuss our concerns and plan a

programme of support together. Each class have provision maps, where children with additional learning needs are identified. Special Education Needs and Disabilities may include specific difficulties such as dyslexia, dyspraxia, dyscalculia, Autism Spectrum Conditions, Sensory impairment, ADHD or Mental Health Needs. In addition, children with speech and language difficulties or medical needs may be placed on the SEND register, where these impact on progress and attainment. School have a graduated response to such needs.

When a child's SEND needs are not met through normal classroom differentiation, we may need to put in place provision which is additional to or different from that provided for their peers. At the Classroom Support stage, provision map targets may require more specific differentiation and small group support. This might include interventions such as Talking Partners, Read Write Ink, catch up programmes or specific targets and adapted programmes for maths or group interventions for Speech and Language. At the SEND Support stage, children are given an individual provision map which will pull together advice from different agencies and might include Learning Support Programmes, Fisher Family Trust Literacy or other 1:1 packages, such as specific speech and language therapy or Behaviour Interventions. The outcomes of any intervention are tracked and monitored to ensure that children are receiving timely and high quality support. Termly review meetings are held, involving parents, teaching assistants and class teachers and where possible, the child. At SEND Support stage, other professionals are also invited. The results of any intervention are shared and new targets are discussed.

**Success Criteria** Pupil's success can be measured by:

- Their achievement of provision map targets.
- Progress up through the 'P Levels'. (where children are working below National Curriculum year group expectations).
- Evidence of progress on our E-Mag tracking system.
- Improved confidence and raised self-esteem. More engagement in the classroom, evidenced by Class Teacher/TA
- By a reduction in the quantity of support they require in order to continue progressing.
- Achieving end of year expectations in the National Curriculum for their year group.
- Achieving or over achieving their SATs targets.

We celebrate the achievements of all our pupils through specifically focused certificate assemblies.

- Weekly Special Mention assemblies, where good work and effort are shared.
- Half termly attendance awards.
- Team Points certificates

**Addressing Barriers to Learning** At Foljambe Primary Academy, we aim to meet emotional and behavioural needs through our nurturing provision. We provide a calm and supportive environment for the most vulnerable of our children to meet their complex learning and /or behavioural / emotional/ social needs. Support is offered at Foljambe Primary School in a number of different ways.

- Support for parents/carers
- for vulnerable children experiencing barriers to learning
- developing social skills by providing positive role models through staff and peer group mentoring
- Ensuring maximum attendance for each child by working closely with families to ensure children attend school every day, including home visits when necessary
- Classroom based and/or withdrawn support for both individual and small group work
- Liaising with outside agencies to provide a co-ordinated approach to support parents and children, linking with safeguarding
- Targeted intervention including Lego Therapy, Time to Talk and Socially Speaking

We are committed to help children with English as an additional language (EAL) improve their ability to communicate in English. We seek support and advice where relevant and match our resources to the specific needs of individuals. Children who are EAL learners and also have an additional SEND are helped towards accessing their learning by a variety of methods alongside their peers.

We aim to meet the individual needs of all children and provide appropriate challenge in all areas of the curriculum. We identify our gifted and talented pupils through careful interrogation of EMags, as well as using teacher's professional judgment. We provide enrichment and extension opportunities which are relevant to the needs of our gifted & talented pupils in all year groups. We recognise and support those children whose attainment or potential attainment may be greater than that of their peers and plan for mastery level questioning and challenge.

Some children with SEND may also experience medical difficulties which impact on their learning. The school is committed to ensuring that they receive the appropriate care and support recommended by medical professionals. Any advice will be written into their individual SEND support plans.

**Management & Support** Each member of the school has an important influence on the education and welfare of the child, however it is the class teacher's responsibility to ensure that the needs of all the children are met.

The role of the SENDCo is to co-ordinate support for children on the SEND register. The SENDCo will usually become more closely involved when a child moves to SEND Support Stage, but is a source of support and expertise for the class teachers at earlier stages. The SENDCo can advise on appropriate targets and interventions to meet learners needs and will maintain an overview of the SEND register for children at both SEND Support and Classroom Support. All records are considered to be confidential and are only accessible to concerned professionals and parents. The Head teacher, Senior Leadership Team and SENDCo will review the needs of the teaching and support staff and provide CPD via external courses and in-school training. The needs of pupils and the interest areas of staff will also be taken into account when planning INSET.

The school's Governors have statutory responsibilities outlined in the Special Needs and Disabilities Code of Practice. They are responsible for providing a named Governor responsible for SEND provision. They are required to report annually to parents on the fulfilment of the school's Inclusion Policy.

**Outside Agency Support** We have close links with outside agencies and recognise the importance of effective multi-agency liaison.

- We liaise regularly with Learning Support Service, Educational Psychology Service, Speech and Language Therapy, School Nurse & Social Care when needed.
- Our Speech & Language Therapist and Learning Support teacher are in school regularly.
- The SENDCo has termly planning meetings with outside agencies where cases are discussed and dates set for observations and/ or review meetings. Referrals are also made to Child and Adolescent Mental Health Service, Child Development Centre, SaLT & the Early Help team when appropriate.

When an SEND child has wider issues which involve Health, Social Care or Housing, they may require an assessment through Early Help. This involves the completion of a Multi-Agency Referral Form (MARF). The SENDCo is committed to promoting a holistic approach to information sharing for SEND children, in order to create the "team around the child" package of intervention appropriate to the child and family's needs.

**Accessibility** The SEN and Disability Act 2001 makes it unlawful for schools and LEA's to discriminate against disabled pupils for a reason relating to their disability without justification. Foljambe Primary School aims to cater for the full ability range and the presence or absence of a

special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

The school buildings are accessible by ramps. The buildings have disabled toilet facilities. The school has a number of staff qualified in First Aid and able to administer medication with parental permission.

**Working with Parents** Positive parental involvement is important for the success of all children but it is particularly important for children with Special Educational Needs or Disabilities. Parents know their own child better than anyone and we feel that their views, along with the views of the child, are vital to the success of any support package.

In accordance with the Code of Practice, parents are involved right from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, but we also maintain an open door policy, whereby parents can speak to the SENDCo and share any concerns they may have. We hold termly Parent Consultation Days, where class teachers and parents share information and discuss individual children's needs. We also offer informal meetings where we discuss intervention or catch up programmes, together with termly coffee mornings. Pupils are given the opportunity to express their views and comment on their success.

Regular meetings are held to provide information to parents at specific times in their children's lives. i.e. transition between Key Stages, SATS, school trips.

**Complaints** If any parent feels that the school is not meeting the needs of their child, they will be supported via the procedures outlined in the Complaints Policy. Parents may also seek support from the Parent Partnership and the Conciliation services.

**Policy Review** Foljambe Primary School Inclusion Policy will be reviewed as and when necessary to respond to any LA or Government requirements. In the absence of any such changes the policy will be reviewed annually.

**Date Updated: September 2020**

