



Roecliffe CE Primary School

# Inclusion Policy

Approved 24.01.2019

## **Rationale:**

Roeclyffe Primary School is committed to providing an appropriate and high-quality education to **ALL** the children living in our local area. We believe that all children should be equally valued in school. We aim for all children, including those identified as having special educational needs, those who are vulnerable learners or pupil premium to have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This means we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- ✓ girls and boys,
- ✓ learners with special educational needs
- ✓ learners who are disabled
- ✓ those who are gifted and talented learners
- ✓ those who need support to learn English as an additional language (EAL)
- ✓ minority ethnic and faith groups
- ✓ those who are looked after by the local authority
- ✓ Others such as those who have health problems.
- ✓ those who are young carers
- ✓ those who are in families under stress
- ✓ any learners who are at risk of disaffection and exclusion
- ✓ Children from forces families.
- ✓ Children from travelling communities.
- ✓ Children from every kind of family background.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including attainment, emotional state, age, maturity or physical and sensory difficulties. There may be other temporary barriers to learning which may relate to their environment either at home or at school. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Roeclyffe Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We are moving away from a SEND approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

## **Objectives**

1. To ensure the SEND and Disability Act and relevant updated SEND Code of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs/ vulnerable learners/ pupil premium.

3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum\* through differentiated planning by class teachers, SENCO, and support staff as appropriate.  
(\*Except where disapplication, arising from a Statement/ EHCP occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area.
8. 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 secondary school life and learning through the use of inclusion passports.
9. To involve parents/carers at every stage in plans to meet their child's additional needs and advertise this on our school website through our local offer.
10. To involve the children themselves in planning and in any decision making that affects them.

### **Arrangements for coordinating SEND provision**

1. The SENDCO will meet with each class teacher at once a term to discuss additional needs concerns and to assist and review Personal Learning Plans(PLP's)
2. Targets arising from PLP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
3. The SENDCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation and provision maps.
4. SEND support is primarily delivered by an adult through differentiated teaching methods.
5. Support staff, class teachers, SENDCO and outside agencies liaise and share developments in order to inform reviews and forward planning.
6. Regular data analysis and tracking in order to close the gap for SEND children by class teachers.
7. SENDCO to keep a record of attendance for SEND children and recognise any themes between amount of time in school and progress made.

The updated (SEND) Code of Practice now states that the old categories of School Action and School Action Plus are replaced with a new single early years and school-based SEND category, providing clear guidance to settings and schools on the appropriate identification of pupils with SEND. They include a clear process for identification and assessment of pupils, setting objectives for pupils, reviewing progress and securing further support. Based on the school's observations, assessment data and through discussions with the class teacher, SENDCO and parent, the child may be supported in the following ways at Roecliffe Primary School and they may require an Individual Provision Map (IPM):

1. Differentiated curriculum support within the class; quality first teaching.
2. More directed teaching time from the teacher rather than a TA.
3. Teaching and learning observations by the SENDCO and Head teacher to provide support for learning, intervention strategies and closing the gaps in learning.
4. Use of outside agencies where appropriate, in consultation with parents. E.g. Educational Psychologist, EMS, speech and language therapist etc.
5. Further group support or short one to one intervention.

The child's progress will be **reviewed** on a half termly cycle; two in Autumn, two in Spring and two in Summer. A decision made about whether the child is making good to outstanding progress at this level of intervention will be made and may be removed from the SEND Database as a result.

The new SEND code of practice update 2014 is also set to get rid of "statements" as we previously knew them and replace them a single, simpler birth to 25 years assessment process and **Education, Health and Care Plan**. Any child who previously had a statement will be naturally converted to the new EHCP; it will continue to be annually reviewed by all professionals and aims to provide a better working relationship by all agencies. Any new EHCP's will be applied for by the SENDCO, in combination with parents, who will be offered a "families personal budgets" through the Children and Families Bill 2013.

### **Allocation of Resources to and amongst Pupils**

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our SEND provision.

### **Inclusion and 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.

**Monitoring** of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. 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 good progress at this level of intervention.

- ✓ Closes the attainment gap between the child and their peers
- ✓ Prevents the attainment gap from growing wider
- ✓ Matches or betters the child's previous rate of progress
- ✓ Ensures children fulfil potential
- ✓ Ensures full access to the curriculum
- ✓ Demonstrates an improvement in self-help or social or personal skills
- ✓ Demonstrates an improvement in the child's behaviour

### **The School's Arrangements for SEND and Inclusion In-Service Training**

- ✓ The SENDCO attends regular cluster meetings (currently through North Star Alliance) and Network meetings to update and revise developments in Special Needs Education and Inclusion.
- ✓ Meeting additional needs and inclusion issues are targeted each year through the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- ✓ In-house additional needs and inclusion training is provided through staff meetings by the SENDCO.
- ✓ 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 pupil or whole class level.
- ✓ Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.
- ✓ Closes the attainment gap between the child and their peers

- ✓ Prevents the attainment gap from growing wider
- ✓ Matches or betters the child's previous rate of progress
- ✓ Ensures full access to the curriculum
- ✓ Demonstrates an improvement in self-help or social or personal skills
- ✓ Demonstrates an improvement in the child's behaviour

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

- ✓ The Educational Psychologist visits the school following discussion with the SENCO as to the purpose of each visit.
- ✓ Representatives from Enhanced Mainstream Schools visit as and when requested to provide specific information, share resources and provide in-service training.
- ✓ Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, in relation to children with autistic spectrum disorders, or severe emotional and behavioural difficulties.
- ✓ Teachers from the Sensory Impairment Team work in school to support children, both with and without ECHP's, who have vision or hearing impairment. The specialist teachers work directly with children where this is indicated on a statement. Class teachers plan alongside these specialist teachers who also attend and contribute to IPM reviews.
- ✓ The SENDCO liaises frequently with a number of other outside agencies, for example:

1. Social Services
2. CAFCAS
3. Educational Psychologists
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy
8. The sensory/medical team
9. The communication and Interaction team.
10. The prevent team.

Parents/carers are informed if any outside agency is involved, although not always in the case of social services.

### **Arrangements for partnership with parents/carers**

- ✓ Staff and parents/carers will work together to support pupils identified as having additional needs.
- ✓ 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. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate.
- ✓ At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- ✓ PLP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All PLPs and reviews will be signed by

the parent, class teacher and SENDCO and where possible the pupil too. Parents and the pupil will also be asked to write in the parent and pupil voice box in order to put across their views about the targets that have been set. Parents/carers will then receive a photocopy of this.

- ✓ Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- ✓ Regular communication between school (through the SENDCO or class teacher) and home will ensure that concerns are promptly acted on. Where this has not happened, however, 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 in making a complaint in more detail.

### **Links with other schools/Transfer arrangements**

All staff will liaise with staff from other settings prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Staff receives information from the previous school; if there is an SEND issue the SENDCO will telephone to further discuss the child's needs. We ensure that children transferring from Roecliffe Primary School to new schools will have information about their SEND needs transferred as quickly as possible. In the case of a dual placement between our school and a special school, Pupil referral unit or another mainstream school with a specialised enhanced Mainstream Unit, we will send planning to each other, meet regularly about the needs of the child and provide opportunity to visit each other's settings to work on assessment and progress of the child.

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

- ✓ The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCO, and referrals will be made as appropriate.
- ✓ Social Services and the Education Welfare Service will be accessed as appropriate. Class teachers will alert the SENDCO if there is a concern, they would like discussed.
- ✓ There are many voluntary organisations supporting SEND. The SENDCO maintains an up to date list. Parents/carers will be given details of these groups on request or as appropriate.

### **Inclusion Principles**

- ✓ Staff at Roecliffe Primary School value pupils of different abilities and support inclusion.
- ✓ Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best placement for each child.
- ✓ Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- ✓ Where appropriate, links with partner special schools are made and children included into mainstream school on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and match to needs. Review meetings take place, as above to ensure that the most appropriate provision is being made for the child.

### **Access to the School Environment (see also School Access Plan)**

- ✓ Roecliffe Primary School is a single site school, with Foundation Stage, Key Stage 1 and Key Stage 2 departments. Entrance to the building is through the main door. There is also a side entrance door which is ground level, so suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. Access to all classrooms and the hall is level and so wheelchair accessible.
- ✓ There is currently a disabled toilet for children or adults situated near the side entrance door.

- ✓ We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils.
- ✓ Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- ✓ Details of our plans and targets on improving environmental access are contained in the Access Plan.

### **Arrangements for providing access to learning and the curriculum (see also School Access Plan)**

- ✓ The school will ensure that all children have access to a balanced and broadly-based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- ✓ Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- ✓ Staff will work in a way to avoid the isolation of the children they are supporting and will encourage peer tutoring and collaborative learning.

### **Our Teaching and Learning Policy explains the need to differentiate to include appropriate learning outcomes for all pupils.**

- ✓ Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- ✓ Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- ✓ The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.
- ✓

### **Access to Information (see also School Access Plan)**

- ✓ All children requiring information in formats other than print have this provided.
- ✓ We adapt printed materials so that children with literacy difficulties can access them or ensure access by pairing children/peer support/extra adult support. For example, using cream paper.
- ✓ We provide alternatives to paper and pencil recording where appropriate or provide access through peer/extra adult scribing.
- ✓ Roecliffe Primary School uses a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

### **Admission arrangements**

- ✓ Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- ✓ Prior to starting school, parents/carers of children with a Statement of SEND or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

### **Incorporating disability issues into the curriculum**

- ✓ The PSHCE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled People's organisations on appropriate resources.

- ✓ Disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage disabled people to join our Governing Body.
- ✓ The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled people as they become available.

### **Terminology, imagery and disability equality**

- ✓ We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling related to special educational needs or disability under our Anti-Bullying Policy.
- ✓ We also try to make sure we have positive images of disabled children and adults in displays, resources etc.
- ✓ We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.
- ✓

### **Listening to disabled pupils and those identified with additional needs**

- ✓ Roecliffe Primary School encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school.
- ✓ We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unthreatening.

### **Working with disabled parents/carers**

- ✓ Roecliffe Primary School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in rooms that are accessible.
- ✓ When a child starts at the school we ask the parents/carers about their access needs and that we will send notes/newsletters home in the required format e.g. large print etc.

### **Disability equality and trips or out of school activities**

- ✓ Roecliffe Primary School tries to make all trips inclusive by planning in advance and using accessible places. Every other year, Year 3 / 4 children have the opportunity to take part in the school camp. Every other year, Year 5/ 6 children go on a residential for 1 week. Additional TA support for individual children is provided as and when required.
- ✓ All children are welcome at our after-school activities.

### **Evaluating the success of the School's SEND and Inclusion Policy**

Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions. We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:

- ✓ A reduction in the percentage of children with very low attainment.
- ✓ An increase in the percentage of children recorded as having special educational needs attaining Level 2 at the end of KS1 and Level 4 at the end of KS2.
- ✓ A reduction in behaviour incidents and exclusions.

- ✓ The Headteacher will provide information to the Governing Body in the Headteacher's Report regarding SEND and inclusion also involving vulnerable learners and pupil premium children. The Headteacher will also report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.
- ✓ SEND and Inclusion is a standing agenda item at all Curriculum Committee meetings and will be reported at the full governing body meetings through committee minutes, which are then discussed as necessary.
- ✓ The SENDCO will meet with the SEND governor to discuss Inclusion and current SEND concerns. The SEND governor will lead governor monitoring of the SEND policy through sampling, observations and other procedures to be agreed annually.
- ✓ Individual targets for children with additional needs will be reviewed through Personal Learning Plan targets.
- ✓ Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff and used to build upon successful practice.
- ✓ Target setting for all pupils takes place daily, half-termly and within each Key Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to achieve Level 2 at the end of Key Stage 1 and Level 4 at the end of Key Stage 2. These targets aim towards increasing the number of children with additional needs who achieve either Level 2 or Level 4 at the appropriate Key Stage.
- ✓ The policy itself will be reviewed annually by the Governors' Curriculum Committee.

### **Dealing with complaints**

- ✓ If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.
- ✓ If the issue cannot be resolved, parents are advised to refer to the school's complaints policy.

Updated: December 2018 Review: December 2019