

John Keble Church of England Primary School



Inclusion Policy

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| Chair of Governors | |
| Head teacher | |
| Date | February 2020 |
| Review date | February 2023 |

Guidance:

- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs and Disability Code of Practice 2015
- The Children & Families Act 2014
- The Equality Act 2010
- The Education Act 2011
- Supporting pupils at school with medical conditions 2015
- Reasonable adjustments for disabled pupils 2014

Introduction

At John Keble CE Primary School, we believe that successful inclusion should result in every pupil feeling safe, confident and happy at school. Our first school value is worth. We believe that everyone, has equal worth. We have high expectations for all of our students and aim to support them achieve these through the removal of barriers to learning and participation.

Through appropriate curricular and pastoral provision, we respect that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

John Keble Primary School believes it is possible for all of our children to learn and experience **success** if they are given the right tools and support. Successful inclusion should see every pupil making the best progress they can, and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our extra-curricular school activities. Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school community. Successful inclusive provision at John Keble CE Primary School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Aims

Our guiding principle is to break down possible barriers to learning so that pupils can achieve their full potential. The Christian values of our school provide the framework for our approach to inclusion and our aim of giving every child the opportunity to develop his/her talents and skills and become creative, motivated, life-long learners. We aim to create an atmosphere of encouragement, acceptance, respect and sensitivity to individual needs, in which all pupils can thrive and are valued equally. Inclusion underpins all our policies, systems and practices.

The range of diverse and additional needs in our school

At John Keble we recognise that in order to achieve our inclusion vision we must actively seek to recognise and meet the very diverse needs of our pupils. Any classroom, at any time, is likely to have a number of children with an additional need; some children might have several additional needs. The potentially vulnerable groups which we track include:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are eligible for Pupil Premium Grant or Free School Meals (PPG/FSM). As well as other children who are disadvantaged or considered vulnerable, for example because of poverty, parental mental health difficulties or other challenges facing their family
- Children Looked After by the Local Authority or in foster care (LAC)
- Pupils who are more able and/or particularly talented in one or several areas

Objectives

We aim to meet the diverse and additional needs of pupils through a rigorous and graduated approach of regular "assess, plan, do review" underpinned by evidence-based strategies and high-quality teaching by:

- Using the assessment processes to identify any learning difficulties and areas of particular need whilst ensuring that on-going observation and assessments feed into planning and provision
- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for an individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life
- Personalising all aspects of school life to meet the needs of the pupils most effectively
- Taking care to ensure that all vulnerable pupils are appropriately supported
- Seeking every opportunity to ensure that pupils with additional needs can participate fully in all areas
- Sharing any concerns we may have regarding a pupil with their parents/carers and then seeking to work together with them, for the good of the pupil
- Liaising closely with professionals from other educational, health or social care agencies involved in the welfare and support of pupils
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil

Roles and responsibilities within the school

The overall responsibility for making John Keble a truly inclusive school lies with the Head Teacher, Senior Leaders and the Governing Body of the school.

The Inclusion Team

The Inclusion Team consists of the SEND Governor(s), Deputy Head/Inclusion Manager (Designated Safeguarding Lead), SENDCO, Learning Mentors, Parent Liaison Officer, and staff who carry out intervention programmes including Place2Be therapist. The Deputy Head/Inclusion Manager provides the strategic leadership for this area of school life and supports members of the Inclusion Team in co-ordinating support and provision related to pupils and families in identified individuals or groups with additional needs.

The SENDCO is responsible for ensuring the school complies with all statutory legislation around special educational needs and disability and ensuring that those children with special educational needs and/or disabilities are successful at school. This includes updating relevant policies and provision maps, publishing the school's Local Offer and SEND Information Report, conducting annual reviews for pupils with Education, Health and Care Plans (EHCPs) and applying for statutory assessment, liaising with external agencies, and co-ordinating and evaluating the impact of SEND provision. The SENDCO also supports staff through consultation, training and providing resources in order that effective early identification of needs can be made and appropriate provision put in place.

The role of the Learning Mentor is to support personal development, behaviour and welfare across the school through small group and individual support, mentoring, in-class support and meetings with parents.

The role of the Parent Liaison Officer is to support families, for example with issues related to attendance and punctuality. The school's foodbank and uniform bank are also run by this member of staff.

Class teachers

All teachers have responsibility to meet the various needs of pupils in their classes through high-quality teaching, classroom organisation, teaching materials and differentiation. Teachers have overall responsibility for the planning and delivery of lessons to the children in their class and seek to provide pupils with learning opportunities which will allow all them to access the subject taught and encounter appropriate challenge, thus promoting progress. Where interventions involve group or one-to-one teaching, teachers must retain responsibility by closely working with support staff and/or specialist staff to plan and assess the impact of interventions. Differentiation is evidenced in their lesson plans and varied activities, though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher on the child's Pupil Passport. Parents/carers are informed by their child's

teacher of any additional or different provision being made for their child. The attainment and learning of all pupils, including those with additional needs, is reviewed in half-termly pupil progress meetings with the Head Teacher, SENDCo and Inclusion Manager.

Teaching Assistants (TAs)

TAs work with individual or groups during lessons to support pupils' learning and promote their well-being. The work of the TA is directed by the teacher in consultation with the SENDCo. Advice and training for specific work or duties may also come from an outside specialist e.g. Speech and Language Therapist. They may also participate in meetings, contribute to records and assessment procedures, help draw up monitoring documents and plan work for individuals or group work. In order to best utilise their support for pupils' learning, the deployment of TAs in the school is strategically managed by senior leaders. The Deputy Head/SENDCo line manage TAs.

Special Educational Needs and Disability (SEND)

If a pupil does not make adequate progress even when teaching approaches are targeted at their identified area of weakness, then the pupil may be identified as having special educational needs.

What are special educational needs (SEN)?

- (1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- (2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
 - (b) 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.
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- (4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.
(Children and Families Act 2014)

What is a disability (D)?

'A person has a disability if...he or she has a physical or mental impairment, and ... the impairment has a substantial and long-term adverse effect on (their) ability to carry out normal day-to-day activities.'

(Equality Act 2010)

Categorisation of SEND

The school's SEND Register records three levels of support and provision:

- EHCP – Education, Health and Care Plans for pupils with complex and severe needs
- School Support – pupils will have a 'Pupil Passport' which profiles the child's strengths, difficulties, targets and provision arrangements in place
- Monitoring only – class teacher keeps track of progress in class

It is helpful to see pupils' needs and requirements as falling within one or more of these broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

Identification of SEND

A child's special educational needs and disability may have been identified before they arrive at a school or they may be identified once they join, often by class teachers, the SENDCo or parents. Identification of SEND is part of the continuous cycle of assessment. Where concern is expressed that a pupil may have a special educational need, the class teacher takes early action to assess and address the difficulties. An initial concern is logged with the SENDCO, recorded on CPOMs and progress reviewed after 12 weeks. At this stage, strategies are class based and progress is monitored closely. The child is entered on the SEND Register at this point, accesses interventions or provision to support their needs and the parent/carer informed.

- When a child is on School Support or has an EHCP, the class teacher, in liaison with the SENDCo, will produce a Pupil Passport which records targets, class based strategies and any additional support provided by staff or outside agencies. Parents/Carers will be able to feed into the target setting alongside any other professionals working with the child on a termly basis.
- A 'graduated response' to identifying and removing barriers to learning is used, following guidance in the SEND Code of Practice (2015). The majority of pupils will have their needs met through school-based provision. Some pupils may need multi-disciplinary input e.g. Speech and Language therapy, Educational Psychology input, Child Development Service, CAMHS or Therapy. The Assess-Plan-Do-Review approach requires the evaluation of all interventions and strategies put in place to support a child with SEND.
- In cases where the level of difficulty is complex and long-term in nature, the school may ask the Local Authority for an Education, Health Care Plan (EHCP.) Parents are entitled to seek this at any point. This outlines and identifies additional support which requires supplementary funding from the Local Authority (LA). If it is felt necessary, the LA will follow the statutory guidelines and gather information from all of the professionals concerned with the pupil and from the parents before an EHCP is drafted. In this document, the needs and the provision required for the pupil to access education, health and/or social care set by the LA are clearly outlined and reviewed on an annual basis.

English as an Additional Language (EAL)

The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is not English. EAL pupils, from complete beginners to those with considerable fluency, may experience varying barriers in accessing the full curriculum and in achieving their full potential. Our aim is for all EAL pupils to become confident in speaking, listening, reading and writing as quickly as possible to enable them to access the wider curriculum and communicate effectively with their peers and other adults.

We recognise that all pupils need to feel safe, accepted and valued in order to learn. For pupils who are learning English as an additional language, this includes valuing and celebrating their home language and background. As a school we are aware that bilingualism is a strength and that EAL pupils have a valuable contribution to make.

Identification and assessment of EAL pupils

Pupils who are EAL are identified upon starting the school. The class teacher undertakes assessments of newly arrived pupils. Teaching and support staff are supported with strategies for children at the early stages of English language acquisition, as well as general ideas to welcome newly arrived children.

Class teachers are responsible for ensuring that the needs of EAL pupils in their class are met through inclusion on weekly planning and evidenced through lesson observations, learning walks and pupil feedback.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

This may lead to deeper assessment through the Speech and Language Therapist (SALT) in both English and the child's home language to establish whether similar difficulties are present in both.

Role of the Inclusion Manager

The Inclusion Manager maintains a strategic overview of EAL across the school and delivers direct teaching to identified groups. This includes collating the number of children at varying levels of English language acquisition as well as monitoring the progress and attainment of EAL pupils compared with that of their non-EAL peers. The Inclusion Manager also ensures resources are appropriate and works closely with other senior leaders to ensure good EAL practices are embedded throughout the school.

Provision

At John Keble we strive to:

- Provide a welcoming environment where books, displays and posters reflect the different languages and cultures of our children
- Promote multicultural awareness and acceptance across all staff
- Follow the school's admissions procedures to ensure parents and children are welcomed and settled into our school
- Ensure access to a broad and balanced curriculum as quickly as possible
- Take into account the linguistic, cultural and religious backgrounds of children when planning lessons and activities
- Consciously use and promote language structures and functions suited to purpose
- Provide opportunities for EAL pupils to carry out activities alongside good models of English and extend their knowledge and use of English

We do not generally withdraw children from lessons to receive EAL support; class teachers and TAs support children individually or in groups in the classroom. However, some withdrawal support for EAL may take place at times, for example in the form of additional phonics catch-up sessions. The support should be clearly linked to the National Curriculum and reviewed regularly.

The Inclusion Manager and teachers work closely with parents/carers and the school's SENDCo in identifying pupils who may additionally have special educational needs and who may have a difficulty with learning, communication or language in their first language as well as English.

We communicate with and involve parents in their children's learning, encouraging parents where appropriate to come into school and celebrate their home language and culture with the class.

Pupil Premium Grant (PPG)/Free School Meals (FSM) and other Vulnerable Pupils

The Pupil Premium Grant was introduced in 2011 to provide additional funding aimed at pupils from deprived backgrounds in order to accelerate their progress. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Government has used pupils entitled to Free School Meals, children who are looked after and children whose parents are in the armed forces as an indicator for deprivation.

The school also maintains a list of "vulnerable" children. This includes those receiving support from Social Services, those who have been supported historically and others who the school considers to be disadvantaged or vulnerable, for example because of poverty, parental mental health difficulties or other challenges facing their family

Provision for PPG and vulnerable pupils

The school uses a range of initiatives to support the inclusion of this group of children such as:

- Supporting pupils and their families to enable pupils to access their learning more effectively e.g. social and emotional support through therapy and Learning Mentor, family learning, and support to improve pupil attendance.
- Providing small group work with experienced staff focussed on overcoming gaps in learning.

- 1-to-1 support and a range of intervention programmes.
- Additional teaching and learning opportunities provided through trained TAs or external agencies.
- All our work through the Pupil Premium will be aimed at accelerating progress

Responsibility for coordinating the provision for PPG pupils lies with the Head Teacher and Deputy Head. Regular reports are produced for Governors and details of how PPG funding is spent and the outcomes for pupils are published on the school's website. Evaluative information about the cost effectiveness of interventions is produced as part of the reporting procedures to governors.

Looked After Children (LAC)

Children looked after by the social care system are particularly vulnerable due to the high level of disruption and change they face in their lives, especially if there is a change of school placement as well as looked after or family arrangements. The exam success rate of this group is generally poor in comparison with the general population, there tends to be lack of participation in extracurricular activities and inconsistent attention paid to homework.

Definition of 'Looked After' children

The term 'in care' refers solely to children who are subject to Care Orders. Children who are cared for on a voluntary basis are 'accommodated' by the local authority. Both these groups are said to be 'looked after children' (LAC). Accommodated children also include those in receipt of respite care – if it exceeds 20 days in one episode or over 120 days a year. A child on a Care Order can be living with:

- Foster carers
- In a children's home
- In a residential school
- With relatives
- With parents.

Role of the designated teacher

The designated teacher ensures that all staff are aware of the difficulties for individual children in their class and ways to promote their well-being, involvement and educational attainment. S/he acts an advocate for the child and liaises with the carers, enabling both to make contributions to the child's Care Plan.

The designated teacher monitors the progress and attendance of child and reports to the Governing Body on the outcomes for this group. Strategies may be differentiated for individual children, or additional learning opportunities put in place, which promote and accelerate their achievement. Support for LAC is embedded within the wider context of the school's safeguarding policy and procedures and may involve regular liaison with outside agencies, notably Social Care.

Please refer to the school's Looked After Children Policy and Safeguarding Policy for further information.

Pupils who are more able and/or particularly talented in one or several areas

At John Keble CE Primary School we believe all children in our school community have equal rights to all the opportunities we offer. This includes access to a broad and balanced curriculum which challenges, motivates and inspires pupils and access to a range of high-quality educational experiences.

Some children achieve, or have the ability to achieve, at a level significantly in advance of their age related expectations and/or be particularly talented (for example in art, music, PE or any sport or creative art).

Identification

Identification makes use of data and a range of qualitative evidence such as teacher observation and assessment, standardised tests and background information from parents. Some of the following characteristics may be apparent in able, gifted and talented pupils:

Provision

Provision for able, gifted and talented pupils is usually through curriculum provision which can include:

- Differentiated work, questioning, open-ended/investigative learning opportunities
- Extension and challenge tasks
- Use of questioning
- Extra-curricular clubs, teams, music and arts activities
- Sign-posting to facilities beyond school provision, for example teams or theatre groups

When considering curriculum activities for the able, gifted and talented pupils, teachers should aim to plan for activities which:

- Challenge
- Extend knowledge and thinking
- Enrich, stimulate and inspire
- Supporting problem-solving
- Develop higher order thinking

The role of the Inclusion Manager

The Inclusion Manager's role involves monitoring the progress of those children the school believes to have potential to work at a level in advance of their age and ensuring they are stretched and challenged to meet this.

Monitoring and Review

The Head Teacher and Deputy Head will monitor the effectiveness of this policy on a regular basis. The Head Teacher and Deputy Head will report to the governing body on the effectiveness of the policy as needed and, if necessary, makes recommendations for further improvements.

See other policies

Behaviour and Anti-Bullying Policy

Charging and Remissions Policy

Child Protection and Safeguarding Policy

Educational Visits Policy

Equalities Policy and objectives

Medical Conditions Policy

School's SEND Local Offer

Special Educational Needs and Disability (SEND) Information Report

Teaching and Learning Policy