

John Keble Church of England Primary School



Inclusion Policy

Chair of Governors	Tim Johnston
Head teacher	Catherine Allard
Date	September 2024
Review date	September 2027

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 to 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 adapted 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), our qualified SENDCO, (,, and teaching staff who carry out teaching and intervention programmes. The Head teacher 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.

Role of the SENDCO

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- overseeing the day-to-day operation of the school's SEND policy.
- co-ordinating provision for children with SEND
- liaising with, advising and working alongside teachers to model good practice
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- contributing to the training of staff.
- liaising with local secondary schools so that support is provided for year 6 pupils as they prepare to transition.
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- co-ordinating and developing school based strategies for the identification and review of children with SEND
- making regular visits to classrooms to monitor the progress of children on the SEND register.
- to oversee the school's implementation of the 2014 code of practice ensuring that appropriate strategies are employed throughout the school and that staff training is kept up to date

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.

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 are teachers of children with special educational needs. All teachers have responsibility to meet the various needs of pupils in their classes through high-quality teaching, classroom organisation and adapted teaching. 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 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. Adaptation 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 Individual Education Plan (IEP). 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 termly pupil progress meetings with the Head Teacher, deputy head and SENDCo.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan which and will include information about:

- The short term targets set for the child which will be SMART (Specific, Measurable, Achievable, Realistic, Timely)
- The provision to be put in place
- How the targets will help the child in their learning
- How the child can be successful
- The review date
- The child's views will be sought and taken into account, as well as those of the parents, whose support is vital if progress is to be achieved and maintained.

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.

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)?

Defining SEND

The 2014 Code of Practice says that: A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

(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 an 'Individual Education Plan' which profiles the child's strengths, difficulties, targets and provision arrangements in place
- Monitoring only – class teacher keeps track of progress in class

At John Keble Primary School it is our belief that all children have an equal right to an ambitious, full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical
-

Identification of SEND

Early identification of pupils with SEND is a priority. This is to ensure that the school is taking action to meet the needs of all pupils and supports the provision of High Quality Teaching by the Class Teacher. 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.

- When a child has been identified as having additional need or has an EHCP, the class teacher, in liaison with the SENDCo, will produce an Individual Education Plan (IEP) 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.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, at the cusp of their potential. Children with SEND and disabilities are entitled to be taught by their teacher, not by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

When allocating additional TA support to children who have an EHCP, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on our provision map. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child. Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by the class teacher who monitors progress towards the targets during the intervention.

Monitoring Children's Progress

In order to help children with special educational needs, John Keble Primary School will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. If there is a concern around a child's rate of progress then it is the responsibility of the class teacher to take steps to address the issue. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan)

The Graduated Approach



External Agency Involvement

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of their peers.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptations to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND, disability or medical needs.

Transition Arrangements

Transition into and within school - We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes- including from the nursery- as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
 - Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
 - Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel assistance etc.

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 pupils who speak EAL 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.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents/ carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents/ carers of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. We aim to foster positive, trusting and informative relationships with all of our parents/ carers. If a child is experiencing difficulties, parents will be informed either at parents' consultations or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND. The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs. We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents.

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 mentoring 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 adapted 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.

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