

# **Inclusion Policy**

## **Mission statement**

**The Headteacher, staff and Governors at Putnoe Primary school aim too help all pupils enjoy nd achieve.**

**We strive for academic excellence while seeking to provide a balance between academic subjects and the aesthetic, practical, musical and physical activities**

**We believe all pupils should have the opportunity to develop those life skills that will raise self-confidence and self esteem and contribute to their role as responsible citizens**

**The success of our mission is focused around the following themes:**

**Working together with the wider community, seeking continuous improvement and innovation, celebrating success and taking pride in our achievements and being responsible for our own actions**



# **Putnoe Primary School Inclusion Policy (including Special Educational Needs and Accessibility)**

## **Introduction & Background**

“All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs and all schools should play their part in educating children from their local community, whatever their background or ability.” (*Removing Barriers to Achievement, DfES, 2004*)

At Putnoe Primary School we believe that each pupil has individual and unique needs. However, some pupils require more support than others in order to reach their full potential. We recognise that different children will require different types of support for different lengths of time and that, in order for all children to succeed, we need to be able to plan for these needs accordingly.

Our school aims highlight the value of the individuality of all our pupils. We are committed to giving all of our children every opportunity to achieve the highest 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 policy helps to ensure that the school promotes the individuality of all our pupils, irrespective of ethnicity, attainment, age, disability, gender or background. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children.

Putnoe Primary School aims to ensure that all pupils have the opportunity to reach their full potential. In doing this we aim to provide a supportive environment with meaningful access to a broad and balanced curriculum.

This policy recognises the Code of Practice for Special Educational Needs (SEN) in 2014.

Inclusion is everyone’s business and this policy has been developed as a result of discussion with staff, parents and governors and relates to National Policy documents.

## **Aims**

- To define inclusion as understood by all stakeholders
- To state the roles, responsibilities and expectations of all partners in the process of education (staff, parents, outside agencies, pupils) and to work collaboratively with these groups
- To hold teachers to account for the progress and wellbeing of all members of their class or phase group
- To ensure that the specific additional needs of children are identified, assessed and provided for in the right way and at the right time, and to clarify the process of this

- To create an environment and culture that provides accessibility for all
- To involve parents/carers in their children’s progress and development in a constructive and meaningful way
- To ensure that all our “vulnerable groups” (groups of children who may experience barriers to learning and/or participation) are fully included in all areas of school life and achievement
- To develop the confidence and the learning behaviours of all children
- To value the positive contribution, achievement, success, safety, health and economic well being of all children equally (five outcomes of ***Every Child Matters, 2003***)

## Relationship to other Policies

This policy should be read in conjunction with the policies on: SEND, Teaching and Learning, Assessment and Monitoring and Behaviour.

It should also be read alongside the school’s ‘Local Offer’ and SEND report both of which can be found on the school’s website.

## Definitions and Culture of Inclusion

Inclusion may be defined as involving “the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation” (***Index for Inclusion, Booth & Ainscow 200:13***). Inclusion affects culture, policies and practices, responding to diversity within school and community.

## Special Educational Needs

According to the Code of Practice for Special Educational Needs (DfES, 2014) all teachers are teachers of special educational needs, and as such are responsible for the provision made for each child in their class. At Putnoe Primary the curriculum is differentiated in order to allow each child to access the curriculum. We differentiate in a variety of ways. Teachers adopt a variety of teaching and learning styles to cater for the needs of their class.

A child may be identified as having special educational needs if s/he requires provision which is ***additional*** or ***different*** to standard classroom differentiation. The process of identifying and providing for children who have been identified as such can be found in the schools SEND policy..

## Disability and Inclusion

*“A person has a disability .... if he has a physical or mental impairment which has substantial and long-term adverse effect on his ability to carry out normal day to day activities” (Disability Discrimination Act, 1995)*

At Putnoe Primary we are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

## Roles and Responsibilities

“All teachers should expect to teach children with special educational needs.”  
(*Removing Barriers to Achievement, DfES, 2004*)

Provision for children with Special Educational Needs and Disabilities (SEND) is a matter for the school as a whole. It is the definitive responsibility of teachers to provide for children with SEND in their class and to ensure they have access to a broad and balanced curriculum.

All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor who takes particular interest in this aspect of the school.

All staff have a responsibility for identifying students with Special Educational Needs. Class teachers have the ultimate responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- there will be a named link governor for SEND
- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the *SEND Code of Practice (2001)*
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored

- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **SENCo** is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, drawing up Support Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs
- contributing to the in-service training of staff
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.

**Class Teachers** are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum, seeking support for this as needed
- providing learning experiences which are appropriate to the needs of the children in their class
- knowing which pupils in their class are on the SEN Register and at what stage
- assessing and monitoring the progress of children with SEND, liaising with the Inclusion Leader as necessary
- maintaining an SEN file for their class reflecting this information for each individual child and copies of all relevant IEPs/PSPs
- managing interventions and other additional support and monitoring the impact of these
- ensuring Teaching Assistants are supporting pupils in their class, as directed
- writing, evaluating and reviewing Individual Education Plans (IEPs) and Pastoral Support Plans (PSPs) for children and sharing these plans with parents and children
- providing a detailed record of the Individual Education Plan targets and the strategies adopted and their relative success for each child with special needs

- giving feedback to parents of pupils with SEND
- attending meetings for children and families in their class, including but not limited to, annual statement reviews, Team around the Family meetings and meetings with other professionals
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- attending appropriate INSET and courses.

**Learning support staff/teaching assistants** should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

### **Access to the Curriculum**

At Putnoe Primary we believe that all children have different educational, pastoral and behavioural needs, and adopt different strategies for learning. They acquire, assimilate and communicate information at different rates and in different ways, and therefore need a range of different teaching approaches and experiences. At Putnoe Primary we expect all children to make progress, no matter what their gender, ethnicity, background or disability.

### **Access to the Environment**

Putnoe Primary School is a single site school. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access. There are lifts between all floors.

There is a disabled toilet on the main corridor and on each floor, and there are disabled parking spaces in the car park.

We have made sure that there are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, blinds). We seek advice from the Visual Impairment team where appropriate to ensure children can access what is happening in school.

Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

All areas of our school building are accessible to all. There are disabled toilet facilities. Classrooms are accessible and displays easily visible. ICT is used creatively and there is an interactive whiteboard in all classrooms and both assembly halls.

## **English as an Additional Language (EAL)**

Due to population change there is a growing number of pupils at Putnoe Primary for whom English is an additional language. These children come from a range of ethnic backgrounds. Allocated time is given to teaching assistants to support children with EAL. As with any additional need EAL is not necessarily the same as Special Educational Needs

## **Pastoral & Emotional Needs**

At Putnoe Primary we endeavour to provide an environment in which pupils can feel safe, stay healthy and enjoy school. Children's strong emotional and mental health is paramount if they are to enjoy success and make a positive contribution.

At Putnoe Primary we employ a full time Family Workers whose role is to offer support to both children and parents who might be experiencing difficulties during their time at the school. The Family Worker also facilitates links with Social Services and Family Support Groups throughout the Borough, ensuring that information is shared effectively and promptly with all parties involved.

## **Resources and Provision**

The resources of the school are allocated to different groups or individual pupils according to their needs

Each year a percentage of the school's budget is allocated to Special Educational Needs. The Headteacher is responsible for how to use funds directly related to statements and additional funding. Unless it is in the child's best interests and stated on the statement, these funds may not always be used purely for one to one support from a teaching assistant.

## **Links with other Educational Providers**

The school has close links with the Upper schools, which our pupils choose to attend. Meetings to discuss vulnerable pupils are held in April between the Primary and Upper school SENDCos, relevant primary staff, external providers and parents. The school also have close links with the pre-school provisions in the area, the reception staff, SENDCo and Family worker

Through this practice, we hope to ensure a smooth transition for the vulnerable pupil from one learning environment to another.

The school has close links with many special schools and staff have visited these establishments to improve their knowledge and practice when dealing with vulnerable pupils. Teachers from these schools have visited the school to offer valuable advice on good practice.

## **Outside Agencies**

The school works in close partnership with the Health Service through the school nurse, who regularly visits the school and offers advice and support for the child, parents and school staff. When necessary, she facilitates links with other Health experts.

- Liaison with Social Services takes place when required and contact has always been swift and information shared.
- The Education Welfare Officer regularly visits the school and follows up any cases of frequent absences or late arrivals. Liaison is regular and beneficial to all parties.
- The school employs their own Educational Psychologist who supports pupils and staff when required.
- The Speech and Language service regularly supports the school and visits on a frequent basis, offering advice and support for identified pupils.

Through a referral process we are able to seek advice and support from a range of professionals. Where possible, parents are also invited to meet with the outside agencies to share their perspective and to access advice and support.

## **Assessment**

The school has a clear and thorough assessment policy. We believe that all children deserve to have their achievements and progress recognised and the school's curriculum reflects the different levels likely to be achieved.

All staff are committed to the development of inclusive practices and take responsibility for providing for all pupils as an integral part of all school activities. The school regularly evaluates the effectiveness of its inclusion practices by tracking the progress and attainment of different groups of children. By using Target Tracker senior management and class teachers are able monitor the performance of specific populations and compares their results to that of their peers.

The SENCo keeps a record of all children with additional needs on an Inclusion Register, which is reviewed every term. This is a confidential document which is available for staff.

## **Success Criteria**

This policy will be reviewed regularly. The following evidence may be sought to monitor success:

- Pupil performance data
- Attendance statistics
- Percentage of pupils with additional needs completing homework on time
- Reduction in fixed term exclusions
- Success of Pastoral Support Programmes (number of children meeting targets and coming off programmes)
- Percentage of Support Plan outcomes met
- Reduction in number of pupils on Support Plans
- Reduction in numbers on Inclusion register
- Increase in parent/pupil satisfaction
- Measured and monitored increase in the impact of TAs support in raising pupil attainment (eg evidence of success of intervention programmes)

## **The Role of Parents**

The school prospectus, which is given regularly to all parents, outlines the importance of the partnership between home and school.

Parents are invited to join the school's Parent Partnership working group, where they are invited to become involved in identifying ways the school can better support parents and children and help to organise fundraising events

Parents are actively encouraged to attend termly parent consultation evenings, and, where applicable School Support Plan meetings.

- Parents are encouraged to register any suggestions or concerns with their child's class teacher, SENDCo, Family Worker or the Head teacher

## **Complaints**

The school's complaints procedures are set out in the school prospectus. Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements with the school from the LEA and/or the Independent Mediation Service. There is also a formal complaints procedure, should parents wish to make a complaint against the LEA.

## Putnoe Primary Special Educational Needs and Disability (SEND)

Putnoe Primary School is an inclusive school and may offer the following range of provision to support children with SEND.

<b>Interventions</b>
<p>Social Skill programmes/support including strategies to enhance self-esteem.</p> <ul style="list-style-type: none"> <li>• Practical skills programme for a small group of 2/3 children.</li> <li>• Practical skills programme for an individual child.</li> <li>• Sessions with the schools Family Worker.</li> <li>• Assessment carried out by Educational Psychologist</li> </ul>
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. Preparation)</p> <ul style="list-style-type: none"> <li>• Pre teaching of strategies and vocabulary.</li> <li>• Access to laptop / Touch typing software.</li> <li>• Visual prompt and reminder cards for organisational purposes.</li> <li>• Visual prompt and reminder cards to support strategies already taught.</li> <li>• Specialist equipment to access curriculum.</li> </ul>
<p>Strategies /programmes to support speech and language</p> <ul style="list-style-type: none"> <li>• Intervention from a Speech and Language therapist.</li> <li>• Delivery of a personal Speech and Language programme from staff trained in speech and language strategies.</li> <li>• Support from class Teaching Assistant within the class.</li> </ul>
<p>Mentoring activities</p> <ul style="list-style-type: none"> <li>• Use of peer mentoring.</li> <li>• Planned programme from class teacher.</li> <li>• Support from named member of staff once a week.</li> <li>• Support from the Family worker.</li> <li>• Participation in Forest Schools</li> </ul>
<p>Strategies to support Occupational Therapy/Physiotherapy needs.</p> <ul style="list-style-type: none"> <li>• Intervention from Occupational Therapist/Physiotherapist.</li> <li>• Delivery of a planned Occupational Therapy/Physiotherapy programme from a skilled teaching assistant.</li> </ul>
<p>Strategies to reduce anxiety/promote educational wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> <li>• Planned support from Family Worker.</li> <li>• Planned support from classroom teaching assistant.</li> <li>• Meet and greet at the start of the day.</li> <li>• Parental contact sessions with Family Worker / SENCo and class teacher</li> <li>• Home / School contact book.</li> <li>• Support from outside agencies such as Chums</li> <li>• Referral to CAMHS through GP or CAF.</li> </ul>

<p>Strategies to support/develop literacy including reading.</p> <ul style="list-style-type: none"> <li>• Small group support in class through Guided Reading.</li> <li>• Reading schemes for struggling readers..</li> <li>• Withdrawal for 1:1 support – Catch up literacy..</li> </ul>
<p>Strategies to modify behaviour</p> <ul style="list-style-type: none"> <li>• Support from the Schools Family worker.</li> <li>• Use of the school’s behaviour policy.</li> <li>• Individual Behaviour plan</li> <li>• Social skills/Behaviour modification group using Social skills programmes.</li> <li>• Daily Behaviour record.</li> <li>• Time-out support.</li> <li>• Support / Intervention from Outreach Behaviour specialist.</li> </ul>
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> <li>• Small group support in class through Guided Teaching.</li> <li>• Withdrawal in a small group, using specific intervention programmes.</li> <li>• Withdrawal for 1:1 support, Catch up Numeracy</li> </ul>
<p>Provision to facilitate /support access to learning</p> <ul style="list-style-type: none"> <li>• In all years the teacher in the lower set is supported by two teaching assistants</li> <li>• Small group support in class from classroom teaching assistant or teacher.</li> <li>• 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources.</li> <li>• Specialist equipment.</li> <li>• Personalised curriculum.</li> </ul>
<p>Strategies /support to develop independent learning</p> <ul style="list-style-type: none"> <li>• Use of visual timetables, checklists and other visual prompts.</li> <li>• Pre-teaching of vocabulary, strategies and context.</li> <li>• success criteria/tips simplified</li> </ul>
<p>Support/supervision at unstructured times of the day including personal care.</p> <ul style="list-style-type: none"> <li>• Support from the Family Worker.</li> <li>• Support from key Midday Supervisor at lunchtimes.</li> <li>• Playtime buddy system</li> </ul>
<p>Planning and Assessment</p> <ul style="list-style-type: none"> <li>• School Support Plan.</li> <li>• T and A plan.</li> <li>• Regular review of targets with child and parents.</li> </ul>
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> <li>• Liaison with wide range of professionals.</li> <li>• Regular progress meetings with parents.</li> <li>• Staff available for informal discussions with parents.</li> <li>• Explanation of professional reports to parents.</li> <li>• Parent Consultations evenings.</li> </ul>
<p>Medical interventions.</p> <ul style="list-style-type: none"> <li>• Strategies for the use of personal medication.</li> <li>• Individual protocols for children with significant medical needs and allergies.</li> <li>• Provision of aids and resources to support learning.</li> </ul>

- Access to school nurse.
- Individual care plans.

For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child or cluster of children, known as Exceptional Needs Funding.

