

Central Primary School



Inclusion Policy

Our motto: Children are Central

Introduction

Inclusion is an encompassing belief at Central Primary and we are committed to giving all of our children every opportunity to achieve the highest of 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 of all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Principles: Aims and Objectives

Our school aims to be an inclusive school. We actively seek to remove the hurdles 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. We make this a reality through the attention we pay to the different groups of children within our school:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who access or have previously accessed Free School Meals (FSM);
- Children who have English as an Additional Language (EAL);
- Children with special educational needs and disabilities (SEND);
- Children Looked After (CLA);
- Able, gifted and talented children;
- Children who are at risk of disaffection or exclusion;
- Travellers;
- Asylum seekers/ refugees;
- Other significant groups.

The National Curriculum and Teacher Standards are used as a starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- Setting suitable learning challenges;
- Responding to children's diverse learning needs;
- Overcoming potential hurdles to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children (this includes speech and language therapy, counselling and therapeutic services)

Adapt teaching to respond to the strengths and needs of all pupils:

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional

language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- Do all our children achieve their best?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their best?
- Are all pupils progressing in their learning?
- Are our actions effective?
- Are we successful in promoting harmony and preparing pupils to live in a diverse society?

The role of the Special Educational Needs Co-ordinator (SENDCo)

The SENDCo is a member of the Senior Leadership Team and so has an overview of the whole school. As this is considered an extensive responsibility, careful consideration has been given to any teaching commitment the SENDCo undertakes. The SENDCo will determine the strategic plan of SEND alongside the headship team and Governors. As well as coordinating and monitoring the delivery of SEND support throughout the school as a member of the Senior leadership team (SLT).

The SENDCo will:

Leadership and Management:

- Be a deputy Designated Safeguarding Lead (DSL) and regularly review cases with the DSL.
- Develop and evaluate the schools Special Educational Needs policy, local offer and accessibility policy.
- Disseminate good practice in SEN across the school.
- Co-ordinate the provision for and manage the responses to children's special needs.
- Identify resources needed to meet the needs of pupils with SEN; advise the School Business Manager (SBM) priorities for expenditure and manage the SEN budget.
- Develop links with other professionals, agencies, governors and local schools.
- Design timetables and oversee Assess-Plan-Do- Review.
- Oversee the records of children with SEN.
- Provide relevant information for prospective parents/carers.
- Liaise with relevant year groups/phase leaders regarding access arrangements.
- Complete EHCP paperwork and chairs annual reviews.
- Provide relevant information for the school website.
- Line manage members of the SEND team.
- Sustain own motivation and that of other staff by demonstrating professional behaviour at all times.
- Encourage all members of staff to recognise and fulfil their statutory responsibilities to pupils with SEN.
- Provide training opportunities for teachers, learning mentor assistants (LMA's) and learning support assistants (LSA's) to learn about SEN.
- Lead professional development of colleagues through example and support, and co-ordinate the provision of high quality professional development acting as a coach and a mentor.

- Establish clear expectations and constructive working relationships among staff, whilst holding people to account.
- Manage LSAs who work 1:1 or in small groups with SEN children.
- Ensure that there is a safe working and learning environment in which risks are properly assessed.

Learning and Teaching:

- Responsible for the provision made for children with SEND ensuring that they have full entitlement to the National Curriculum.
- Responsible
- Support teachers and learning support staff in the identification of the most effective teaching approaches for pupils with SEN.
- Monitor teaching and learning activities to meet the needs of pupils with SEN.
- Identify and teach study skills that will develop pupil's ability to work independently.
- Liaise with Learning mentor assistants (LMS's) to ensure that Learning support assistants (LSA's) are well deployed throughout school.
- Liaise with other schools to ensure continuity of support and learning when transferring pupils with SEN.
- Ensure that all transitions of pupils with SEND, within the school are smooth.

Recording and Assessment

- Set targets for raising achievement among SEN pupils.
- Collect and interpret specialist assessment data.
- Set up systems for identifying, assessing and reviewing SEN.
- Develop understanding of learning needs and the importance of raising achievement among pupils.
- Keep parents and carers informed about their child's progress and arrange support as and when appropriate.
- Update the Inclusion Manager about the effectiveness of provision for pupils with SEN.

Teaching and learning style

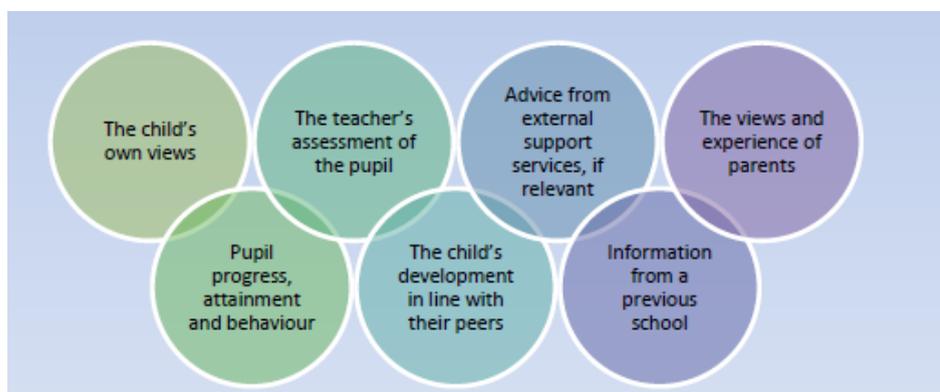
At Central Primary School we follow the Teaching Standards (DfE, 2012), alongside the SEN Code of Practice (2014) to ensure we provide our pupils with an inclusive education. Quality First Teaching, support and scaffold alongside reasonable adjustments are the fundamentals of what we do. We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We believe that this opportunity is first and foremost provided by inclusive teaching in the classroom. Recognising all of our children have different strengths and talents and we celebrate these in different ways.

We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

If the attainment of a child falls significantly below the age-related expectations, teachers enable the child to succeed by planning work that is in line with that child's individual needs. If over time a child does not make progress, they may be identified as a pupil with special educational needs. Where the attainment of a child significantly exceeds the expected age-related attainment, teachers use materials that extend the work within the

area, or areas, for which the child shows particular aptitude and also to consider how to support that child's progress across the whole curriculum.

Before identifying a child as needing SEND Support, the class teacher working with the SENCO, will establish a clear analysis of the pupil's needs drawing on the following:



Teachers are familiar with the equal opportunities' legislation covering race, gender and disability.

- Teachers ensure that all children:
- Feel secure and know that their contributions are valued;
- Feel listened to;
- Appreciate and value the differences they see in others;
- Take responsibility for their own actions;
- Participate safely in clothing that is appropriate to their religious beliefs;
- Are taught in groupings that allow them all to experience success;
- Use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- Have a common curriculum experience that allows for a range of different learning styles;
- Have challenging targets that enable them to succeed;
- Participate fully, regardless of disabilities or medical needs.

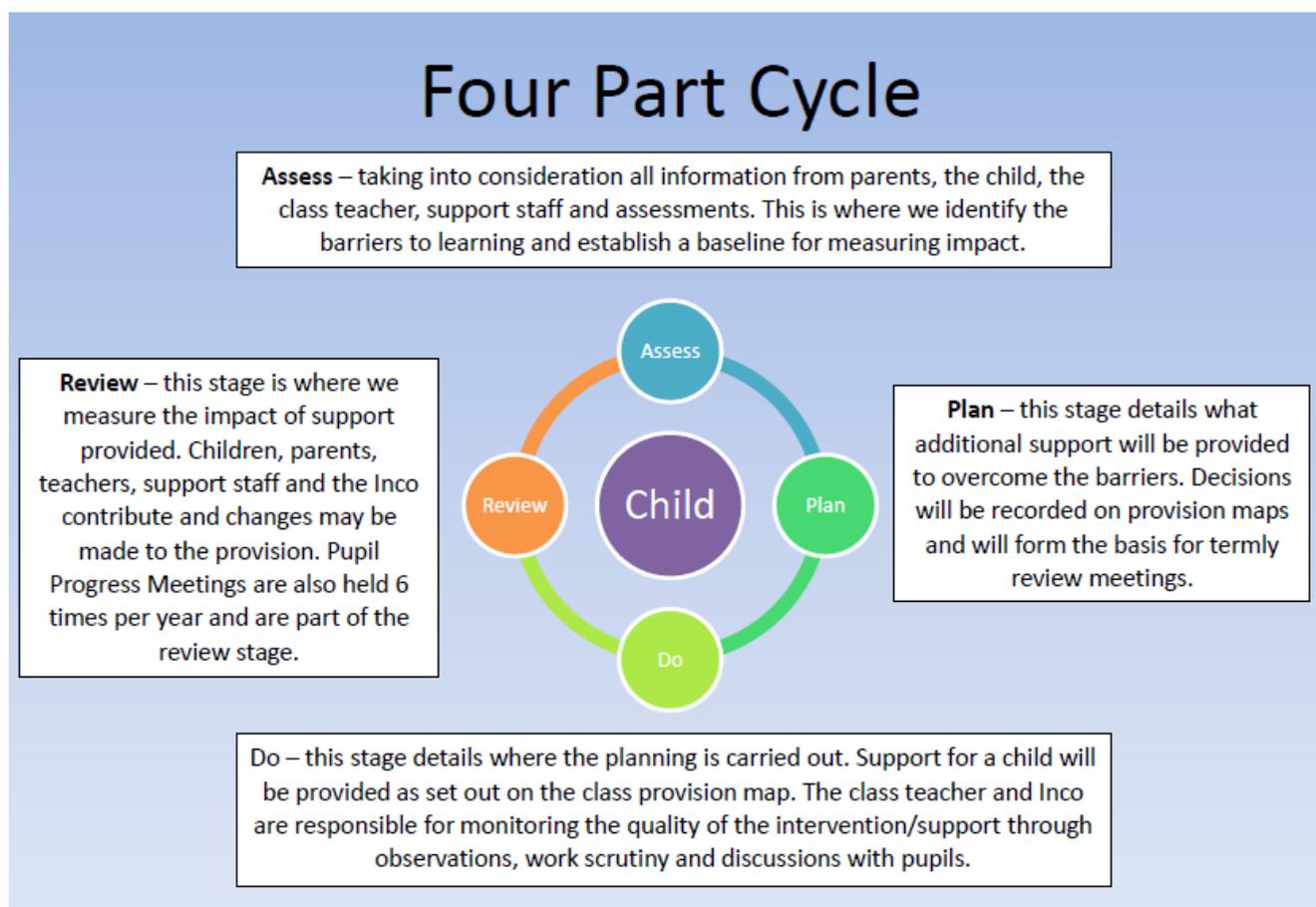
Children with special education needs and/or disabilities

Some children in our school have special educational needs and/or disabilities. This policy complies with the guidance given in the following guidance and documents:

• SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014 (updated May 2015) • Equality Act 2010 • Education Bill 2011 • Children and Families Act 2014. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school observes the SEN Code of Practice 2014 and uses a graduated response for identification of pupils with special educational needs. Any children making less-than-expected progress are noted on the class's provision map, and provisions are adjusted accordingly. Over time, or where concerns are immediately significant, children will receive special educational provision, which will be discussed with parents. For children receiving SEND support the class teacher and class LSA will use the four-part cycle to 'Assess, Plan, Do and Review' children's special educational needs. This process enables staff to monitor the provision, support and progress of the pupil. There are termly planning meetings for children receiving special educational provisions. These involve the parents,

SENCO, class teachers/support staff, and any external professionals involved with the child.



Some children's needs will require the school to seek external advice; this will be organised by the SENDCo, and parents will be involved in the process. Where children require specialist support, they may be issued with an Education, Health and Care Plan by their Local Authority, in close consultation with the parents, the school and other professionals.

The school is committed to providing an environment that allows disabled children and those with special educational needs full access to all areas of learning. For example, all our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Our Access Plan identifies how we intend to increase the extent to which disabled pupils and those with special educational needs can take advantage of all that our school has to offer.

Teachers modify teaching and learning expectations as appropriate for children with disabilities and/or special educational needs. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give children with special educational needs/disabilities the opportunity to develop skills in practical aspects of the curriculum. To support our teacher's further in their inclusive practice we have created the 'Top Tips for scaffolding and supporting pupils' document.

Teachers ensure that the work undertaken by disabled children and/or children with special educational needs:

- Takes account of their pace of learning and the equipment they use;
- Takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- Allows opportunities for them to take part in educational visits and other activities linked to their studies;
- Includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology;
- Uses assessment techniques that reflect their individual needs and abilities.

Parent Partnership

We are committed to working in partnership with parents/carers as we recognise this as an important aspect of enabling children to achieve their potential. We aim to provide user-friendly information and aim to work with them to support their children. We do this in a number of ways:

- SEN review meetings are held between the SENDCo, Class Teacher and parents on a termly basis;
- All parents sign a home-school agreement;
- Staff acknowledge the importance of parental knowledge and expertise in relation to their own child;
- Home-School Books provide a communication link for pupils brought to school by taxi;
- Teachers and the headship team are always available at the end of the day to talk to parents.

Dis-application and modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to dis-application or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources.

In exceptional circumstances we may decide that modification or dis-application is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority. The school's governor with responsibility for special educational needs would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or dis-application, we would do so through:

- Section 364 of the Education Act (1996). This allows modification or dis-application of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act (1996). This allows the temporary modification or dis-application of the National Curriculum, or elements of it.

Summary

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

Equality

In accordance with the Equality Act 2010 we seek to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Our Inclusion Policy is part of our commitment to the Equality Act and should be read in conjunction with our Equality Policy.

Monitoring and review

This policy is monitored by the governing body, and will be reviewed annually. This policy is reviewed in line with current inclusion information and takes into account standards.