



Inclusion Policy

DRAFTED BY: S. Hodges 6/18

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Central Park Primary School Inclusion Policy

SECTION 1

This document is seen as a working and developing policy liable to change in the light of evaluation of practice, and is reviewed. We follow the principles of inclusion as laid down in the Special educational needs and disability code of practice: 0 to 25 year (January 2015), which is endorsed by the London Borough of Newham.

School Aims and Implementation:

Central Park Primary School aims to enable all children the opportunity to achieve their best academically, emotionally and socially. Our aims are to ensure:

- All pupils are offered personalised access to a broad, balanced and relevant curriculum.
- All pupils will be given the opportunity to reach their full potential educationally, emotionally and physically irrespective of their individual differences.
- All staff has a duty to teach all children and is accountable for the teaching and learning of all children and those with special educational needs (SEN).
- All pupils must have access to quality first teaching.
- Pupil's Special Educational Needs will have access to a balance of provision (see appendix 1).
- Pupils' views should be sought and taken into account.
- Working in partnership with parents is vital to maintain effective relationships for all.

Definition of Special Educational Needs (Children and Families Act 2014)

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 (20:1).

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 (20:2).

Aims of the Inclusion Policy.

- To follow and work in line with the SEND COP 0 to 25 years (Jan 2015)
- To clearly outline provision for children with SEN (see appendix 1).
- To clearly outline early identification of pupils with SEN.
- To use 'the graduated approach' to identify, assess and monitor children's needs.

Roles and Responsibilities of School Staff.

The Inclusion Leader/ Team (taken from SEND COP January 2015);

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

Role of the Class Teacher.

The class teacher is responsible for:

- Identifying pupil's needs.
- Seeking and taking account of the views of the pupil and parent/carer.
- Quality First Teaching (QFT); reflective in planning, differentiation, management and organisation.
- Knowing that they are accountable for ensuring the progress of children of SEN
- Ensuring outcomes of support are recorded and impact is measured.
- Keeping up to date assessments and records to demonstrate progress and attainment.
- Reviewing and setting targets for Individual/Group Education Plans. (?)
- Reviewing pupil progress on a Termly basis with parents at Parents Evenings or by other arrangement where necessary and by recording the outcome of these reviews in the agreed school format (Termly Review Record Sheets).

In fulfilling these duties staff will be supported by Middle Leaders and Senior Leadership Team.

Role of The Teaching Assistant (please refer to Job description for clarification).

Teaching assistants primary role is to support children in the classroom under the guidance of teachers and senior leaders.

They support children and teachers in administering QFT and support differentiation inside and outside the classroom.

Their duties and responsibilities are (with reference to this policy):

- To assist the teacher in monitoring and recording the progress of individual pupils in accordance with school procedures, and reporting to class teachers.
- To have continual dialogue with teachers, parents and each other to support learning in the classroom
- To support teachers to identify and respond appropriately to pupils' individual needs, assisting pupils in areas of specific difficulty as directed by class teacher and SLT.

- To support the teacher (and school) in setting appropriate learning and behaviour expectations of pupils.
- To help promote and reinforce pupils' self-esteem, encouraging inclusion of pupils with special educational needs.
- Under the direction of appropriate professionals, assist in meeting particular pupil's needs e.g. physical development, speech/language development, and medical needs identified. The scope of these duties is that which a parent would generally carry out (and is stipulated in job description).
- After adequate training, to carry out welfare duties in relation to the physical and care needs of the pupils, including dressing, feeding and toileting if appropriate, whilst encouraging independence wherever possible.
- To supervise pupils during breaks and/or lunchtimes.
- To maintain confidentiality at all times with regard to both supported pupils and the wider school.
- Attend relevant training as identified to support pupils with SEN and be confident in supporting children inside and outside the classroom.

Role of the Pastoral team:

At Central Park, we aim to support children with social, emotional and mental health needs (SEMH), by providing a safe, secure and welcoming learning environment in which to learn.

The school's pastoral team will liaise with parents and teachers to facilitate support that will build on the child's strengths and support them in managing any emotional and behavioural difficulties they may be experiencing.

Family support worker:

The family support workers role in school is to provide support, advice and information to the families/carers within our school community. They are able support with issues in relation to child's education, behaviour and wellbeing. They have a good knowledge of local agencies and charities and is able to point families in the right direction for support from outside agencies if need be.

Role of Senior Leaders/ Head Teacher:

- To ensure the policy is being administered within the school
- To support all staff in the administration of the policy
- Review impact of policy in line with new legislation
- Review training needs for all staff
- Report to governing body

Role of Governing Body:

- To support the senior leaders and head teacher in implementing the new Inclusion policy
- To ensure the school acts on the new Children's and Families Act/ COP 2015
- That COP 2015 is reflected in the day to day procedures in school
- Update policy as and when needed

Admissions for Pupils with SEN

Children are admitted to school through the normal school procedures and in line with LA guidelines and procedures. Information regarding admissions can be sought on the Newham website.

Children who require EHC Plans and support for SEN will be supported and monitored as stipulated in this policy and SEND COP (Jan 2015).

The School Site

Our site comprises a single storey building and a three-storey building. In the main building there is a lift from the ground floor to the top floor for those who are unable to climb the flights of stairs and for those who are wheel chair users. Wheel chair users can also gain access into temporary mobile classrooms using ramps.

There are disabled toilets on each floor in the three-story building and a toilet and changing area in the single-storey building. (links to accessibility plan).

SECTION 2

Identification/ Assessment/ Review (the ‘graduated approach’)

Children can be identified with having SEN in many different ways; these could be:

- Through outside agencies (medical, learning pre-school teams)
- Through parental/ child concern
- Through school monitoring and assessing procedures
- Through our Whole Child Attribute assessment
- Coming from a different school (mid- phase)

The ‘graduated approach’- as outlined in the SEND Code of Practice (COP, Jan-2015), stipulates that there are four actions:

1. **Assess:** the class teacher and SENCO should clearly analyse a pupil’s needs before identifying a child as needing SEN support
2. **Plan:** parents must be notified wherever it is decided that a pupil is to be provided with SEN support
3. **Do:** the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the pupil
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date

In clarification; SEN Support:

Assessment: will mean reviewing how the class teacher/ school has supported the child and impact of this.

Plan: will mean putting actions in place to support the child in school

Do: will mean putting plan into action

Review: How effective the planned support, intervention has been, focussing on impact on the child.

All of above are accessed through different mediums of consultations within the school. Some examples of these are:

- Pupil progress meetings- reviewing class data and levels of achievement
- Parents evening- informal and formal discussions with parents
- Planning meetings in year groups
- Meetings with Inclusion leader and team

Children who are identified as having or needing SEN support will be reviewed through the procedures stated above and through meetings held by Inclusion Leader/ class teachers.

Outside agencies will continue to liaise and support children in school using the 'graduated approach' to support.

For clarification on support for children please refer to appendix 1

Education Health Care Plan

With reference to the SEND Code Of Practice: 0 to 25 years (2015), Education, Health and Care Plans will replace 'statements'. Children who require EHCP will have been identified through the Local Authority (LA) or from parents/ agencies contacting the LA.

The school will liaise with the LA and other relevant agencies (health and social care) to draft a plan. The school will help collate evidence, comments and actions to ensure the plan meets the needs of the child.

Dialogue with parents, child and/or young person is essential.

(Appendices include, local offer/ waves of provision and pathways of support)

REVIEW DATE

The implementation of this policy will be monitored regularly by the Inclusion Leader who will report back to SLT. This policy was written in 2015 and adapted in 2018. It will be reviewed in line with the School Plan requirements in 2019, by the Inclusion Leader and a member of the Leadership Team. Any recommendations will be taken back to the Learning, Teaching and Safeguarding Committee. The review may take place earlier should policy require changing to keep in line with any local or national requirements.

Appendix 1- The Central Park Primary School Offer

The following diagram illustrates the schools graduated response to children's needs. It shows the standard offer of teaching, learning and care for ALL pupils, the additional provision which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs

ALL pupils will access (Wave 1- Universal):

- High quality teaching and learning
- A differentiated curriculum that is challenging and offers enjoyment and motivation.
- Assessment for learning
- Personalised target setting
- Teacher parent feedback through regular progress reports, coffee mornings and parent's evenings.
- Enrichment opportunities including: culturally diverse celebrations throughout the year.
- After school clubs and educational visits
- A nurturing environment

Some pupils with identified SEN will have (wave 2- additional):

- An adjusted timetable to incorporate all aspects of their specific learning needs and recommendations from other agencies.
- Targeted interventions and support matched to needs delivered by teachers
- Personalised progress tracking and assessment of need
- Access to specialist programmes e.g Box clever, SEALS, Language Enrichment groups, individual speech and language programmes, colourful semantics
- Access to some specialist services and therapists
- Access to additional adult support/small group working
- Enhanced access to Speech and Language Therapy
- Reasonable adjustments to the environment and equipment for pupils where needed (visual timetables, objects of reference, writing boards, pencil grips, assisted ICT)
- Support from our learning mentor and pastoral team (including - 1:1 support, Circle time, Anger management, Bereavement/Loss, Circle of friends, SEALS (EYFS), Friendships, Choices

A few pupils with more complex/high levels needs will access (wave 3- Specialist):

- Interventions additional to, or different from, those provided as part of the school's usual differentiated curriculum
- An individual program that consisting of: personalised timetable, Individual targets and continuous monitoring and recording of progress.
- Specialist programmes and resources that challenge and improve outcomes.
- To supporting adults that are trained in delivering specialist programmes, either 1:1 or small group e.g SALT programmes, O.T Programmes, LCIS recommendations, Attention Autism, Movement and Turn Taking groups, Food groups, Action time, life skills groups.
- 'Nurture room' session predominantly for children with ASD focused on turn taking, fine motor skills, messy play, colourful semantics, communication
- Access to specialist services and therapists
- Enhanced provision- including swimming, soft play, Arc in the park, local visit
- Enhance opportunities for Speech and Language Therapy and occupational therapy.
- An increased parental involvement through: daily communication, termly meetings, parents evenings, coffee mornings and person centred annual reviews.



Appendix 1- The Central Park Primary School Offer

Teachers will follow the approach below:

<u>Pathway for supporting children</u>	<u>What to do/ Action</u>
You are concerned about a child	Assess level of child, establish where they are and what they can do. Look at strengths as well as weaknesses Let the child settle in to their environment- what do they like, don't like? Talk to parents, gather views of child.
QFT (Wave 1- Universal) - What classroom provision have you demonstrated for this child?	Have you planned effectively for this child? Is there impact that this has or hasn't worked? Look at criteria for Wave 1 and see if there are some strategies that you can try before next step. Discuss concerns with team leader/ phase leader/ SENCO. May come up in PPM, evidence all that you have done and are doing? Document what has put into place looking at above for guidance. Share with parents and child
Wave 2 (Additional) - Have the strategies been planned for worked? Has progress been seen, measured?	Identification of children through above system/ support plan process/ and data Need to show impact of provision; interventions, data, progress. Check Wave 1 and 2 strategies have been tried/ implemented Look at next steps
Wave 3 (Specialist) - By this point your child will have had good Wave 1 support and elements of Wave 2	Evidence from Wave 1 and 2 must be clear and progress, impact measured and reviewed Discuss next steps