



INCLUSION POLICY

Policy Presented	September 2016
Date for Review	September 2017
Principal	Darren Foulke
Chair of Governors	Mary Tailby

1 INTRODUCTION

At Rothwell C of E Primary Academy we are an inclusive academy where the needs of all children are met. We recognise that **all** teachers are expected to encourage an inclusive environment and all teachers are teachers of Special Educational Needs (SEN).

*“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” **SEN Code of Practice (2014)***

Within this it is the teacher’s responsibility to ensure all pupils are included and the needs of all children in their class are met through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress through good quality teaching, focused differentiation and support then they may be identified as having special educational needs:

*“Special educational provision is educational or training provision that is **additional to or different from**” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching” **SEN Code Of Practice (2014).***

2 AIMS

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning, provide well for all pupils and work with parents/carers/external agencies to ensure each pupil makes the best possible progress. We aim to:

- ensure the identification of pupils requiring SEN provision as early as possible
- ensure parents/carers are kept fully informed of their child’s progress
- provide a regular process of review to ensure progression and continuity for all children with SEN/EAL through regular pupil progress meetings
- ensure pupils have access to a broad and balanced curriculum
- provide a differentiated curriculum and interventions appropriate to the individual’s needs and abilities
- ensure that, wherever applicable, children with SEN/EAL participate as fully as possible in all academy activities
- involve the relevant external agencies in the provision for pupils with SEN/EAL.

3 MANAGEMENT OF INCLUSION

Inclusion at Rothwell C of E Primary Academy is coordinated by the Inclusion Team Manager. The Manager meets regularly with the Inclusion Team, monitors provision and reports to the Senior Leadership Team and Governors to ensure provision is of the highest possible quality.

THE INCLUSION TEAM

PRINCIPAL: Darren Foulke
 VICE PRINCIPAL: Helen Owen
 INCLUSION TEAM MANAGER (SENCO): Tracey Wheatley
 SEN FUNDING CO-ORDINATOR/SEN ADMINISTRATOR: Bev Fisher
 LEARNING MENTORS: Tara Jackson, Gillian Sutcliffe

a) *The Governing Body*

The academy governors have specific responsibility to ensure that:

- a. The necessary provision is made for any pupil who has special educational needs or English as an additional language.
- b. Teachers in the academy are aware of the importance of identifying and providing for, those pupils who have special educational needs or English as an additional language.
- c. A pupil with SEN/EAL joins in the activities of the academy together with pupils who do not have SEN/EAL. So far as is reasonably practical and compatible with the child receiving the additional provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- d. Parents/carers are notified of a decision by the academy that SEN/EAL provision is being made for their child.
- e. That each year the Inclusion Policy is reviewed and a report on Inclusion is written and reported to the Governing Body.

b) *The Principal*

The Principal has responsibility for the day to day management of all aspects of the academy's work, including provision for pupils with SEN/EAL. The Principal, aided by the Inclusion Manager keeps the Governing Body fully informed. The Principal seeks out and shares best practice with staff.

c) *The Academy Staff*

All teachers are teachers of children with SEN/EAL and do their best to adapt the curriculum to meet their needs. All staff are involved in the development of the academy's Inclusion Policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN/EAL.

d) *The Inclusion Manager*

The Inclusion Manager is responsible for:

- Co-ordinating provision for pupils with special educational needs and English as an additional language, including coordinating inclusion meetings and pupil progress meetings along with the Vice Principal.
- Evaluating the impact of SEN/EAL provision on outcomes for SEN/EAL pupils.
- Liaising with and advising class teachers.
- Monitoring and supporting teaching assistants involved in SEN/EAL interventions.
- Ensuring parents/carers of pupils with special educational needs or English as an additional Language are met with when needed.
- Ensuring interventions are closely matched to the needs of the pupils.

e) *SEN Funding Coordinator/SEN Administrator*

SEN Funding Coordinator and Provision Administrator is responsible for:

- a. Liaising with the Educational Psychologists, School Support Services, School Nurse, SENSAP, CAMHS, Area Cluster, and other external agencies as required.
- b. Working with all relevant staff and agencies to secure any additional funding available to support SEN pupils.
- c. Submitting applications for FFI Top Up Funding to the Local Authority
- d. Liaising with parents/carers of pupils with special educational needs and English as an additional language when needed.

f) Learning Mentor

The Learning Mentor is responsible for:

- a. Liaising with parents/carers regarding the social and emotional welfare of a pupil
- b. Planning and implementing Nurture Groups for identified cohorts of pupils
- c. Monitoring attendance of pupils in school, and supporting parents in ensuring their child arrives at school on time and aims for 100% attendance.
- d. Lead on Early Health Assessments (formerly CAFs)
- e. Designated CP officer

4 **HOW NEED IS IDENTIFIED**

Progress is reviewed and provision allocated at two types of meetings:

- Inclusion team reviews held half termly by the Inclusion Team and
- Pupil Progress Meetings held after each round of assessment and include individual Class Teachers, the Inclusion Manager and Vice Principal.

Arrangements for Identification of Special Educational Needs or English as an additional language; A Graduated Response to SEN/EAL

Action	Who is involved?	What is involved?	Next steps
Differentiation Wave 1	The class teacher is responsible for differentiating work for all the pupils. This is quality first teaching	The teacher plans for the activities to be given to the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, a more structured intervention is then discussed and put in place during Pupil Progress Meetings.
Wave 2	Appropriate interventions are identified and parents/carers are informed.	Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/carers Pupils may take part in a time limited intervention	Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made, an IEP or IBP is put in place, devised by the Class Teacher, Inclusion Manager and in discussion with parents/carers. If no progress continues, advice is requested from outside agencies.
Wave 3	An IEP or IBP is written based on the areas the child is having difficulties with. If needed the appropriate member of the Inclusion team requests advice from an external agency. An individual IEP/IBP is devised from the additional guidance given and is agreed with parents/carers. The teacher involved delivers the plan of action.	The IEP/IBP is implemented in the class using the strategies and additional/different resources suggested. This could include further intervention 1:1 or small group support. Support from home is included in the support package. The IEP/IBP is monitored and reviewed regularly.	If no further progress is seen, possible external referrals to agencies/teams such as:- Complex Needs Team Educational Psychologist Speech and Language Therapist Area Cluster Partnership OR Discussions around the possibility of FFI application, Educational Healthcare Plan or Early Health Assessment

The majority of pupils will make progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for Educational Health Care Plan (EHC plan).

5 INCLUSION OF PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

A pupil who has English as an Additional Language is a pupil whose first language is not English and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language. No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents/carers do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our academy. Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

We recognise that some parents/carers who are learning English may find it difficult to communicate with the academy and approach the academy regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents/carers in the life of the academy by, wherever possible, utilising interpreting facilities at parents' evenings and other academy meetings and by providing key academy information in translated format.

6 INCLUSION OF PUPILS LOOKED AFTER BY THE LOCAL AUTHORITY

Our academy recognises that:

- Children who are looked after by the local authority have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:
 - monitoring the progress of children looked after to ensure that they have the best life chances possible and access to the full range of opportunities in the academy
 - ensuring that children looked after have access to the appropriate network of support
 - checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months

- ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals
- preparing a report on the child’s educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child’s social worker to ensure that there is effective communication at all times
- celebrating the child’s successes and acknowledge the progress they are making.

Our academy will work closely with ‘The Virtual School (VS)’ for Children which promotes the educational needs of Children Looked After and monitors admissions, PEP completion, attendance & exclusions.

7 INCLUSION OF PUPILS IDENTIFIED AS ‘ABLE AND INTERESTED’

Please see our published ‘Able and Interested’ Policy.

8 INFORMING & INVOLVING PARENTS/CARERS & CHILDREN

Our academy believes in developing a strong partnership with parents/carers as they have a unique insight to their child’s needs. The academy considers parents/carers of SEN/EAL pupils as valued partners in the process. Wherever applicable and appropriate SEN/EAL pupils will be encouraged to participate in the decision making process. For further information on Educational Health Care Plans (EHC plan), please see the Inclusion Team.

9 THE INDIVIDUAL EDUCATION PLAN (IEP)

Paragraph 5:50 of the revised Special Educational Needs & Disability (SEND) Code of Practice 2014, the identification and assessment of SEN describes an Individual Education Plan (IEP) as a planning, teaching and reviewing tool, that should underpin the process of planning intervention for the individual pupil with SEN.

The IEP should include information about:

- Short term targets set for or by the child.
- The teaching strategies to be used.
- The provision to be put in place.
- When the plan is to be reviewed.
- Success/exit criteria.
- Outcomes (to be recorded when IEP is reviewed).

The targets should be chosen from the four areas of SEN and matched to the needs of the child.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Issues
- Sensory and other Physical Needs

10 THE INDIVIDUAL BEHAVIOUR PLAN (IBP)

An IBP is a programme of support that should underpin the process of planning intervention for the individual pupil with barriers to learning caused by behavioural issues. The IBP should include information about:

- Short term targets set for or by the child.
- The teaching strategies to be used.

- The provision to be put in place.
- When the plan is to be reviewed.
- Success/exit criteria.
- Outcomes (to be recorded when IBP is reviewed).

11 REVIEWING IEPs & IBPs

In reviewing IEPs/IBPs teachers should consider:

- progress made by the child
- the parents/carers views
- the pupil's views
- effectiveness of the IEP/IBP
- updated information and advice
- any specific access issues that impact on a child's progress
- future action, including changes to targets and strategies, addressing particular identified issues and whether there is a need for more information or advice about the pupil and how to access it.

As a result of the review the following action can be taken:

- a child may be removed from the register as targets have been met and progress has been such that the differential is no longer of concern
- a child may continue on the same stage with a revised IEP/IBP until the next assessment and review
- a child may move onto the next stage of the process since difficulties are still apparent and progress is not adequate.

12 TRANSITION ARRANGEMENTS

Specific links are maintained with the secondary school to which the pupil transfers. Secondary transfer liaison with secondary SEN/EAL staff, takes place in the summer term. In the case of children who have an Educational Health Care Plan, pupils decisions regarding their placement in a Secondary school is decided in the Year 5 annual review. Extra visits are often arranged for SEN pupils. For children who are starting in our Reception in September, we liaise closely with the nursery they currently attend, our Reception staff will also visit the nursery and meet as many children as they can, to gather information as soon as possible to ensure a smooth transition and that support is in place, if needed, when they start.

13 ARRANGEMENTS FOR PARTNERSHIPS WITH PARENTS/CARERS

- Parents/carers are asked into the academy every half term for a teacher/parent conference. However, if their child is causing concern the class teacher and/or SENCO will attempt to meet when necessary.
- Parents/carers are involved at every stage of SEN/EAL profiling system. It is essential to have a good dialogue with parents/carers of children with SEN and value the information and insight they provide us with.
- Where children are on special programmes (e.g. regular literacy or numeracy interventions) we invite their parents/carers in to talk about the intervention so they are better able to assist their child at home.
- We encourage parents/carers to contact us with details of any medical condition which might affect their child's education and to plan with us to meet any such needs.
- We particularly ask parents/carers to contact us after their children have had hearing or vision tests.

14 LINKS WITH OTHER PROVISIONS (including arrangements when pupils change or leave schools)

- When children on the SEN Register transfer to another school, someone from the Inclusion Team will meet with the SENCO and/or Learning Mentor of the new school to discuss relevant issues.
- All the SEN/EAL profiles are passed on to the receiving school.
- When a child transfers to another Primary school the SEN profiles and child protection concerns are passed on.
- The SENCO will make contact with the SENCO of that school if further information is needed.
- If a child with an Educational Health Care Plan is going to a specialist provision we make arrangements for the child to visit the school beforehand – if possible with the SENCO, along with their parent.

15 LINKS WITH HEALTH & SOCIAL SERVICES, LOCAL AUTHORITY & VOLUNTARY ORGANISATIONS

We liaise with the school nursing service if there are medical concerns about a child. If Social Services are involved with a family we will liaise with the named Social Worker and attend any meetings which are arranged. The Local Authority may visit the academy regularly to monitor attendance and punctuality. We cooperate fully with them, and encourage parents to work with us to meet the targets the authority require of us.

16 COMPLAINTS

- An individual wishing to make a complaint about any Inclusion matter should discuss this with the academy in the first instance.
- If the issue is not resolved, then a formal complaint may be made, following the complaints procedure as set out in our published Parent/Carer Complaints Policy.

17 EQUALITY IMPACT STATEMENT

We will do all we can to ensure that this policy does not discriminate, directly or indirectly. We shall do this through regular monitoring and evaluation of our policies. On review we shall assess and consult relevant stakeholders on the likely impact of our policies on the promotion of all aspects of equality, as laid down in the Equality Act (2010). This will include, but not necessarily be limited to: race; gender; sexual orientation; disability; ethnicity; religion; cultural beliefs and pregnancy/maternity.