

Meanwood Community Nursery and Primary School



Inclusion Policy

School Aims

At Meanwood Primary School, we strive to nurture happy and healthy children with the confidence, skills and motivation they need to reach their full potential, academically and socially.

Aims of the Inclusion Policy

In order to meet the school aims for every child, we actively seek to remove the barriers to learning and participation that may hinder or exclude individuals or groups of pupils. We aim to ensure that all our children in school have equal opportunities and we do this by assessing and meeting the needs of the different groups of children within our school:

- Girls and boys
- Minority ethnic groups
- Children learning English as an additional language
- Children with special educational needs
- Children with health or medical needs
- Gifted and talented children
- Children from disadvantaged backgrounds (including those who receive free school meals)
- Looked After Children
- Children who are vulnerable for any other reasons (e.g. family circumstances)

Admissions Policy

At Meanwood Primary School, all our children are admitted to school through Rochdale Metropolitan Borough Council's Pupil Services Admissions Team. Children with statements have the school they are to attend named on their statement, in order to ensure suitable provision for their needs.

Equal Opportunities

The school works in accordance with relevant legislation relating to equal opportunities. The curriculum and provision throughout all aspects of school life are designed to ensure equal opportunities for all children to learn and to reach their potential. The behaviour policy includes clear sanctions for racial discrimination and bullying.

At Meanwood Primary school the curriculum is planned and differentiated to meet the range of needs of individual pupils. Careful choice of resources is made to facilitate access to the curriculum for every pupil; this includes the deployment of staff within the classroom.

Pupils with additional needs are regarded as full members of the school community and provision for all children regardless of their needs is inclusive. All pupils have full access to the environment, resources, staff and activities of the school. All areas of school life are carefully monitored to identify any barriers to inclusion for individuals or groups.

Special Educational Needs

The person with day-to-day responsibility for co-ordinating the provision for pupils with special educational needs is the Special Educational Needs Co-ordinator (SENCO). The role of the SENCO is laid out in the 2008 government guidelines.

The SENCO works under the direction of the headteacher. The SENCo is: Shelley Hunt

The SENCO will:

- manage the day to day operation of this policy
- ensure that SEN provision for pupils is arranged
- report on the effectiveness of provision to the senior management team and through them to governors
- keep up to date with new initiatives to support pupils with SEN and share good practice with all staff
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEN

- track academic progress of all children on the SEN register
- liaise with external agencies to get the best support for all pupils
- ensure assessment procedures are appropriate for pupils with SEN
- Support other members of staff in meeting their SEN obligations

The Headteacher and Senior Leadership team will:

- identify resources for SEN
- plan with the SENCO how resources are used to support pupils in the most efficient, effective and equitable way
- set the overall school policy for educational inclusion with reference to the local authority's policy
- decide whether to put forward pupils for statutory assessment, in consultation with parents/carers, class teachers and the SENCO

Class Teachers will:

- identify pupils experiencing difficulties
- discuss pupils with SEN with the SENCO and parents/carers
- write and review Individual Educational Plans for pupils at school action and school action plus
- contribute to planning and provision to meet identified needs
- contribute to monitoring and review procedures
- seek to meet SEN needs within the overall framework of inclusion in the school
- write teacher reports on the progress of SEN children when needed
- ensure IEPs are shared with parents and distributed to relevant school staff
- differentiate planning to include all children with SEN
- track academic progress of SEN children within their class
- provide intervention strategies where appropriate
- work closely with TAs to help provide appropriate support for all SEN children

Governors will:

- identify one governor (or several) with a special interest in SEN
- use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

The governors of the school have appointed a member of the body to have responsibility for inclusion. At present, the named governor is:

Facilities for children with disabilities or sensory impairment

Meanwood Primary School has been assessed and modifications have been made to accommodate pupils with physical disabilities. Ramped access is available as an alternative to stairs and there are currently accessible shower, toilet and changing facilities in Key Stage 2 and accessible toilets and changing facilities in the Key Stage 1 building.

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, curtains, quiet areas).

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

The Stages of SEN Provision

When planning for provision in the classroom, the class teacher should pay due regard to the stages of SEN provision, suggested by the SEN Code of Practice (revised) (DfES, 2001)

The stages of provision for SEN in our school are Early years / School action (**SA**), Early years / School action + (**SA+** or **P**) and Statement (**S**.)

If a class teacher identifies that a child has a specific need, the first step they should take is to put in place an appropriate intervention to decide whether there is a SEN or just a gap in the child's learning. Concerns may be shared with the parents at this stage. If the concerns are still present after the intervention, then after discussion with SENCO and parents, the child is placed on to the SEN register. This places the child at School Action (**SA**). The teacher has now identified the child as having '**additional and different**' needs to the other children in the class. An IEP (Individual Education Plan) should be written for the child or the intervention for the child should be identified on the class provision mapping sheet. If the strategies are successful, then the child either continues on the same stage of provision or is removed from the register.

If support from outside agencies is thought necessary, then the child moves to School Action Plus (**SA+**). The SENCO will identify which outside agencies or services should be consulted. The parents are asked for permission to refer the child for additional assessment and they are kept fully aware of any advice or reports given to school. An IEP is written, which includes the advice from the outside agency. The strategies need to be evaluated and if found to be successful can carry on. However, if the strategies are not successful another consultation with the SENCO should happen. The class teacher, agency, parents and SENCO will then look at the process for statutory assessment.

The statutory assessment process is long and requires that school has done everything possible to show that they cannot fulfil the needs of the child without additional support. Initially, the SENCO will complete a form requesting statutory assessment, which requires the child's SEN chronology, advice from outside agencies, 3 evaluated IEPs and a report on the child. Therefore it is essential that SEN information is updated regularly and stored, both centrally and locally in the class teacher's SEN file.

If the request is successful the process will take up to 26 weeks. At the end of the assessment process the child will either receive a statement of SEN or a 'note in lieu.' Both of these give advice on supporting the child in school. The 'note in lieu' expects that school can give the child the support needed within its resources. The statement gives some support in the form of funding.

The statement of SEN is then reviewed annually in the annual review. A form is completed by the class teacher, SENCO, parents and child, if appropriate. Targets are set to eventually allow the child to achieve the objectives on his or her statement.

English as an Additional Language

Our curriculum provision is designed to enhance the language development of all children. Good practice in developing talk for all children also represents good practice for children who speak English as an additional language, eg through opportunities to learn new vocabulary and concepts in meaningful contexts, such as through engaging cross curricular topics and through the use of visual aids or practical activities. Children are given frequent opportunities to talk about their learning, with adults and with other children. Teachers are aware of common errors made by bilingual children learning English and address these sensitively when teaching. Therefore on a day to day basis, most children who speak English as an additional language do not require additional or different provision.

When children are admitted to school, parents are asked about their child's first language. If a child is new to English or is at the early stages of learning English, then additional provision is made. Parents are asked about their children's previous experiences of education, for example to find out whether the child is literate in their home language or has attended school in another country. Additional support can be requested from the School Improvement Team to hold this initial meeting and to assess the child's ability in their first language.

Within the classroom, new to English children are supported by a buddy, preferably another child who shares the same first language. Additional support is introduced gradually, as appropriate to the needs and age of the child, but may include support with early phonics or learning key words and phrases in English. Provision of bilingual resources, such as picture dictionaries, can also support the English development of older children. We recognise that for a new to English child, immersion in an English speaking classroom can be a bewildering and exhausting experience, so we also pay due regard to the child's social and emotional needs during this time.

The teacher responsible for coordinating provision for children with English as an Additional Language is Elaine Daley.

Gifted and Talented

At Meanwood, we use the terms gifted and talented to help us ensure we identify and make appropriate provision for our most able children. 'Gifted' refers to a child who has exceptional academic ability (the top 5% of children in the school population, or the most able 1 or 2 pupils in each class) and 'talented' refers to a child who excels in one or more specific fields, such as sport, music or even leadership or problem solving, but who may not perform at a high level across all areas of learning.

Children are identified as gifted or talented using information from a range of sources, including academic records, observations of their performance, information from parents and carers or external agencies or organisations involved with the child. An annual register is compiled in school on SIMs and is used to plan and monitor provision for gifted and talented children and to track their progress. Some children may be identified as having the potential to be gifted or talented, but may be underperforming at their current level of achievement.

Inclusive teaching provides opportunities for all children to achieve their potential; for gifted and talented children this may mean specific differentiation for the child to enable them to work at a more challenging level or to work more independently on an enrichment activity which gives opportunities to extend or broaden their knowledge, skills and understanding. Opportunities to extend gifted and talented children are also available through extra curricular provision.

A member of staff is designated as responsible for monitoring the provision for gifted and talented children. At present this is: Su Halliday.

Looked After Children

Shelley Hunt is the designated teacher with responsibility for Looked After Children. This role involves liaising with social workers, carers and parents and attending any meetings relating to the educational needs of Looked After Children. Looked After Children have a Personal Education Plan, which is written in conjunction with the child, social worker, carers and parents and is reviewed every 12 months.

Social, Emotional and Behavioural Needs

The Behaviour Policy identifies the whole school approach to teaching and reinforcing good behaviour. Children who need additional support with social or emotional skills are identified by class teachers or parents and carers. The Learning Mentors run targeted sessions for children needing additional support in the Therapeutic Inclusion Room ("Treehouse.") See Behaviour Policy for more details. The teacher responsible for coordinating whole school behaviour support is Steve Wedgeworth.

Continuing Professional Development

The continuing professional development and in-service training of staff is important at Meanwood. Monitoring and evaluation of provision and the performance management process informs whole school training, or training for individual staff. Staff can access training in SEN from outside providers and Rochdale Additional Needs Service (RANS). Medical agencies such as occupational therapy are also available to train staff in the use of equipment.

New support staff in our school are trained by the SENCO in the use of procedures for children with special educational needs.

Parental Involvement

At Meanwood Primary school we believe that parents play a very important role in the education of our children. As a school we understand that having a child identified with any additional need can be a

bewildering process and we seek, through close working practices, to ensure that parents are fully engaged in the process of supporting their child.

Parents can support the school with educating their child by sharing information such as medical diagnoses, and involvement of other agencies e.g. speech and language therapy. They are free to discuss their child's needs with the class teacher at any time or if they wish they can contact the SENCO or other relevant co-ordinator to discuss the provision for their child. Staff will record any relevant SEN information discussed on the SEN conversation form and will give the parent/carer a copy.

Parents are asked to sign a letter acknowledging the placement of their child on the SEN register. At the time of this initial meeting, parents/carers are given a leaflet which explains the SEN process and how it works at Meanwood. It also advises how they can access additional information.

Transition to other schools

Transition to a new school can be a very difficult time for all children but particularly for those with an additional need. To ensure a positive transition for all our children, we work closely with high schools. Information is shared about children with statements of special educational needs whilst they are still in year 5 to allow planned transition to take place in year 6. Our year 6 teaching assistants carry out a programme of transition support for other children with additional needs during year 6.

All data and information regarding children's needs is shared with the new school. The new school may also wish to discuss the child's needs and SEN status with the SENCO, who will share all information.

Links with other agencies

Meanwood has links with a variety of additional services which include the school health practitioner, educational welfare officer and Parent Partnership. CAF assessments are used to ascertain how children's needs can be met if they have multiple or complex needs beyond those provided by the school.

Complaints Procedure

We hope that parents are happy with the care and education we provide. However, if there are any concerns regarding a child the first point of contact for parents is the class teacher, who will be happy to meet and discuss concerns. If the parent is still not satisfied the head teacher and deputy are available on a daily basis. More serious complaints should be made in writing to the headteacher and after that to the Chair of Governors.

Monitoring and Evaluation

The effectiveness of provision for children with additional needs is evaluated by the headteacher in partnership with the SLT, Curriculum Inclusion Team and the Inclusion Link Governor. The success of the school in including all children is rigorously monitored and evaluated, with findings being used to inform changes to practice to further promote inclusion. Academic progress is monitored by the Assessment Leader, who tracks the progress of individual children and groups (gender, FSM, ethnicity, LAC etc.)

Related Policies

- Assessment Policy
- Learning and Teaching Policy
- Behaviour Policy
- Equalities Policy
- Intimate Care Policy

Policy agreed by Governing Body

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