

Inclusion Policy

Rationale:

Trawden Forest Primary School is committed to providing an appropriate and high quality education to all the children in our care. We believe that all children, including those identified as having special educational needs (SEN), have a common entitlement and access to a broad and balanced academic and social curriculum and are fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

Trawden Forest is committed to inclusion. Part of the school strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging and to offer new opportunities to learners who may have experienced prior difficulties.

This does not mean that we will treat all learners in the same way but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment or background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with SEN
- learners who have a disability
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those with medical needs; those who are in vulnerable families under stress;
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the needs of children who experience barriers to their learning which may relate to sensory or physical impairment;

learning difficulties or emotional or social development; or may relate to factors in their environment; including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning and we recognise that these may be long or short term.

At Trawden Forest we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Trawden Forest sees the inclusion of children identified as having SEN as an equal opportunities issue and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from an SEN approach that locates a problem with the child to looking at what additional provision we need to make for specific children.

The development and monitoring of the schools work on Inclusion will be undertaken by the Inclusion Manager, Senior Leadership Team (SLT) and the Governors.

The Special Educational Needs Coordinator (SENCO) is Gemma Beetham.

The SEN Governor is Paul Wright.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against children with SEN.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

4. To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN at **School Action** or **School Action Plus**.
6. To ensure that pupils with SEN are perceived positively by all members of the school community and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of (as wide a range as possible) of children who live in our catchment area.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

Arrangements for coordinating SEN provision

1. The SENCO will meet with each class teacher three times a year to discuss additional needs concerns and to review Individual Educational Plan (IEP).
2. At other times, the SENCO will be alerted to newly arising concerns through the additional initial concern form.
3. The SENCO will discuss issues arising from these forms with the class teacher within one week of receiving the form.
4. Where necessary, reviews will be held more frequently than three times a year for some children.
5. Targets arising from IEP meetings and reviews will be used to inform and

support whole class approaches to inclusion, e.g. differentiation or varied teaching styles.

6. The SENCO monitors planning for SEN and supports class teachers.
7. The SENCO, together with the Head Teacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
8. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENCO and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies and the budget. Additional support is funded through individual allocations from the Local Authority (LA).
9. Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Allocation of Resources for Pupils

Each year we map our provision to show how we allocate resources to each year group and calculate the cost of the whole of our provision.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results

- Progress measured against the objectives in the National Literacy and Numeracy Strategies
- National Curriculum descriptors for the end of a Key Stage
- Progress measured against the P Level Descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEN
- Assessments by a specialist service, such as Educational Psychology to identify additional needs.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

Differentiated curriculum support within the class
 Additional support through **School Action** provision
 Additional support through **School Action Plus** provision

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** half termly and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions.
- Additional support is required to develop literacy or numeracy skills.
- Additional support is required for emotional, behavioural or social development.
- Additional support is required for sensory or physical impairments.
- Additional support is required for communication or interaction needs.

There are likely to be two groups of children recorded at **School Action**.

1. Children who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the **School Action** plan for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, **in consultation with the SENCO**.

A child receiving support at **School Action** will have an Individual Education Plan.

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Monitoring will be carried out on a daily basis. Significant achievements and difficulties will be recorded. The SENCO will look at the monitoring information.

IEPs will be reviewed each term, although some pupils may need more frequent reviews. The SENCO will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the **School Action Plus** level.

School Action Plus

Provision at this level **always** includes the involvement of **specialist services**. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child will be moved to School Action Plus if the child:

- Continues to make little or no progression the area of concern;
- Continues working at National Curriculum levels substantially below that expected of children of the same age;
- Continues to have difficulty in developing literacy and numeracy skills;
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or other's learning;
- Has sensory or physical needs which require additional specialist equipment, regular advice or visits from a specialist service;
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning.

A child receiving support at School Action Plus will have an IEP. **Monitoring** will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make a Statement of SEN.

The school is required to submit evidence to the LA whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Statement of SEN

A child who has a Statement of SEN will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

The Schools Arrangements for SEN and Inclusion In-Service Training

The SENCO attends regular cluster meetings to update and revise developments in SEN and Inclusion.

Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-service training and individual professional development is arranged matched to these targets.

In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.

All staff have access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.

Support staff are encouraged to extend their own professional development and the SLT will ensure tailor-made training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENCO as to the purpose of each visit.

The Lancashire Education Inclusion Service (LEIS) visits regularly to provide specific information, share resources and provide in-service training.

Specialist, direct teaching from this service is used where we do not have the necessary in-house expertise - for example, in relation to children with hearing impairment or speech and language difficulties.

Class teachers plan alongside these specialist teachers who also attend and contribute to IEP reviews.

The SENCO liaises frequently with a number of other outside agencies, for example:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy

7. Occupational Therapy

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Links with other schools/transfer arrangements

Reception staff will meet with staff from partner nursery schools prior to

pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs. .

Links with Health and Social Services, (Education Welfare Services) and any Voluntary Organisations

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENCO, and referrals will be made as appropriate.

Social Services (and the Education Welfare Service) will be accessed through the Social Services Team desk or the visiting education welfare officer as appropriate. Class teachers will alert the SENCO if there is a concern they would like discussed.

Inclusion Principles

Staff at Trawden Forest Primary School value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs. There is flexibility in our approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.

Access to the Environment (see also School Access Plan)

Trawden Forest Primary School is a single site school. The school is built on two levels. Entrance to the building is through the main entrance, which is at the top

of stairs.

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

Details of our plans and targets on improving environmental access are contained in the Access Plan.

Arrangements for providing access to learning and the curriculum (see also School Access Plan)

The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.

Access to Information

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.

We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Admission to reception is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.

Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from Disabled Peoples' organisations on appropriate resources.

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.

There are opportunities to teach the children Makaton signs e.g. for signed

singing and for use with specific children.

We also try to make sure we have positive images of disabled children and adults in displays, resources etc.

We aim to make optimum use of Circle Time for raising issues of language and other disability equality issues.

Evaluating SEN/Inclusion Provision and Policy

We report progress to the governing body, who in turn report to parents/carers through the Governors Annual Report. This Annual Report also includes the details of SEN provision and of the Access Plan, along with the information required by the Disability Discrimination Act.

The SENCO will provide information to the governing body as to the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The number of pupils transferring to or from each type of provision will be noted. The Head will report on any whole school developments in relation to inclusion, at the same time, and will ensure that governors are kept up to date with any legislative or local policy changes.

SEN is updated in the Head Teacher's report to Governors.

SEN and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.

The SENCO will meet with the SEN governor to discuss Inclusion and current SEN concerns. The SEN governor will lead governor monitoring of the SEN policy through sampling, observations and other procedures to be agreed annually.

Whole school monitoring and evaluation procedures will include sampling of work and observations. Outcomes pertinent to SEN provision and planning will be taken forward by the whole staff and used to build upon successful practice.

Target setting for all pupils takes place daily, half-termly and within each Key

Stage. Annotated samples of work are kept as evidence to support predictions as to the future achievements of pupils at the end of each Key Stage. Percentage targets are set for children to achieve Level 2 at the end of Key Stage 1 and Level 4 at the end of Key Stage 2. These targets aim towards increasing the number of children with additional needs who achieve either Level 2 or Level 4 at the appropriate Key Stage, and become more ambitious. Our success in all these areas is evaluated annually and reported to parents/carers.

The policy itself will be reviewed annually.

Dealing with complaints

If a parent wishes to complain about the provision or the policy, they should in the first instance, raise it with the SENCO who will try to resolve the situation.

If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the schools *Complaints Policy*. This is available on request from the school office.

Policy review date: Dec 2015

