



Policy Title Inclusion Policy

Adopted: September 2015

For Review: September 2017

1. Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to 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
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEND Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

2. Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.



- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning – and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a Special Educational Need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.Other pupils will genuinely have Special Educational Needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with Special Educational Needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

3. Aims and Objectives of this Policy

The aims of our Inclusion Policy and practice in our school are:

- To provide curriculum access for all.
- To reach high levels of achievement for all.
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.



In agreeing these aims and objectives, the school has taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006)

“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)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014



4. Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

A child under compulsory school age has special educational needs if they fall within the definition above, or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

5. Stage 1

Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching;
- The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum;
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special



educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND;

- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency
 - Demonstrate to all staff how support is deployed
 - Inform parents, LEA, external agencies and Ofsted about resource deployment
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

5.1 Identification and Assessment

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, "A Language in Common" assessment, reading ages, other whole-school pupil progress data.
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review).
- Following up parental concerns.
- Tracking individual children's progress over time.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Information from other services.
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from the school's devolved budget or in receipt of High Needs funding. This



provision map is updated termly through meetings between the teachers and Inclusion Manager.

- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

5.2 Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching
- Wave 1,2,3 interventions
- Other small group withdrawal
- Individual class support/individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources
- Study buddies/cross age tutors
- Homework/learning support club
- Individual Educational Plan (IEP) tutorials.

5.3 Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the Inclusion Manager and senior leaders.
- Ongoing assessment of progress made by intervention groups.
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher interviews with the Inclusion Manager.
- Informal feedback from all staff.



- Pupil interviews when setting new IEP targets or reviewing existing targets.
- Pupil progress tracking using assessment data (whole-school processes).
- Monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress.
- Attendance records and liaison with Education Entitlement Team (EET).
- Regular meetings about pupils' progress between the Inclusion Manager and the head teacher.
- Head teacher's report to parents and governors.

6. Stage 2: Additional SEND Support

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEND Code of Practice 2014.

Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but will be on the school's provision map).

In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.

It may be decided that a very small number, **but not** all of the pupils on the SEND list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the local offer.



On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

Our approach to IEPs, which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows:

- Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended.
- Our IEPs will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our IEPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our IEPs will be based on informed assessment and will include the input of outside agencies.
- Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our IEPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”.
- Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our IEPs will specify how often the target(s) will be covered;
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through:
 - Discussion between teacher and Inclusion Manager
 - Discussion, wherever possible, with parents/carers and pupil



- Discussion with another professional
(After long discussion it has been decided not to prescribe an order of events - the precise order for this will vary from pupil to pupil).
- Our IEPs will be reviewed at least termly by class teachers in consultation with the Inclusion Manager.

7. Stage 3: Statement of Special Educational Needs or Education Health and Care Plan

Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.

Our school will comply with all local arrangements and procedures when applying for:

- High Needs Block Funding
- An Education Health and Care Plan

We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the SEND Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

8. Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources



normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special education provision through a statement or Health care Plan.

A statement of special education needs/ Health care plan will include:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs;
- Identify the special educational provision necessary to meet the pupil's special educational needs identify the type and name of the school where the provision is to be made;
- Include relevant non-educational needs of the child;
- Include information on non-educational provision.

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

9. Annual Review of a Statement/ Health Care Plan of Special Educational Needs

All statements and Health Care plans must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved. All are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. The class teacher will be expected to write a class teacher report as part of this process. The Inclusion Manager will write a report to review targets that have been in place and the TA will be expected to complete a Have your Say booklet; all in preparation for the meeting.



Any professionals who cannot attend the meeting will be invited to write a report to be shared at the meeting.

This meeting will be child centred in its nature as possible and if appropriate the child will be invited to attend a short part of the meeting where positives and achievements can be shared.

During any year an interim review may need to be held if there are reasons for all professionals involved to discuss the pupil's progress or needs in any way. The following process as an Annual review will then take place.

During Year 5 an Interim Review will be held within the Autumn term to look more closely at the statement in order for the LA to amend and prepare the statement or Health care Plan in readiness for secondary school.

When a child leaves school at Year 6 or at any other time, The SENDCO of the receiving school is invited to attend the final annual review in school of pupils with statements to allow the receiving school to plan an appropriate IEP to enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

10. Additional Provision at Simon de Senlis

9.1 Designated Special Provision (DSP)

Simon de Senlis has a DSP for children with moderate learning difficulties and speech and language needs. These pupils spend at least 60% of their day within the specialist setting of the DSP classrooms and are integrated into their mainstream classrooms with support for the remaining parts of the day.

11. Inclusion of pupils who are looked after in local authority care

Our school recognises that:

- Children who are looked after in local authority care 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 name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:
 - Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.
 - Ensuring that children who are '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 school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.



Please also refer to the 'SdS Looked After Children Policy' for further information.

12. Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

- Physical talents - sports, games, skilled, dexterity;
- Visual/performing abilities - dance, movement, drama;
- Mechanical ingenuity - construction, object assembly (and disassembly), systematic, working solutions;
- Outstanding leadership - organiser, outstanding team leader, sound judgements;
- Social awareness - sensitivity, empathy;
- Creativity - artistic, musical, linguistic.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

For primary -Based on DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.



13. Identification

Before identifying any child 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results
- Specialist teacher identification
- Parental nomination
- Peer nomination
- Self-nomination

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map.

14. Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

- A common activity that allows the children to respond at their own level.
- An enrichment activity that broadens a child's learning in a particular skill or knowledge area.
- An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment.



- The opportunity for children to progress through their work at their own rate of learning.

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation, and we run 'more able groups' in English and mathematics at KS2.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs. School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

15. Inclusion of pupils with English as an additional language

15.1 Definition

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.

15.2 Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.



15.3 Admissions

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 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 school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

15.4 Provision

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.

The following provision can be expected:

- Initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition where it is below English NC Level 2.
- A further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language.
- Pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEND pupils unless SEND is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small



group basis, peer group support; pre-teaching of key concepts and vocabulary.

- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against both A Language in Common (where below English NC level 2) and against National Curriculum indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or Inclusion Manager. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

16. Access for Disabled Pupils and Adults

Access for disabled pupils and adults has been addressed in line with the Disability Discrimination Act 2001. The school is on one level with no steps. All doors are wide enough for wheelchair access and there are two disabled toilets; one of which has a full sized changing table to support any children who require changing facilities.

Visually impaired pupils would have supervision.

Visually impaired visitor's guide dogs are allowed on school premises. A member of staff would be available as guide.

See also: Disability Equality Scheme

17. Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by,



wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

18. SEND List

Pupils will be placed on the school's SEND list when it is clear that their needs require intervention which is "additional to" or "different from" the well differentiated curriculum offer for all pupils in the school. This means that they will be typically being supported by an outside agency who will be involved in setting their IEP targets and reviewing these with the school's Inclusion Manager. Outside agencies may include (but are not limited to) Educational Psychologists, SALT, CAMHS, Occupational Therapists or Physiotherapists.

Under achieving pupils and pupils with EAL who do not have SEND will not be placed on the SEND list. In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.

19. Statement of Special Educational Needs and Disability

Pupils with a statement of educational needs will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement.

Our Annual Review procedures follow with those recommended in the SEND Code of Practice and with local NCC policy and guidance – particularly with regard to the timescales set out within the process.

20. Curriculum Access and Provision for Vulnerable Learners/EAL Learners

Where children are under achieving and/or identified as having SEND or EAL needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching
- Wave 1, 2, 3 Interventions



- Other small group withdrawal
- Individual class support/individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources
- Study buddies/cross age tutors
- Homework/learning support club
- IEP tutorials
- ICT resources to support our EAL community

21. Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the Inclusion Manager and senior leaders.
- Ongoing assessment of progress made by intervention groups.
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher interviews with the Inclusion Manager.
- Informal feedback from all staff.
- Pupil interviews when setting new IEP targets or reviewing existing targets.
- Pupil interviews when formulating individual provision maps.
- Pupil progress tracking using assessment data whole-school processes.
- Monitoring IEP's and IEP targets, valuating the impact of IEP's on pupils' progress.
- Monitoring of EAL pupils' progress against "Language in Common".
- Attendance records and liaison with EET.
- Regular meetings about pupils' progress between the Inclusion Manager and the Headteacher.
- Headteachers' report to parents and governors.

22. Partnership with Parents/Carers

Our school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents.



- Giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having, or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

23. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them.
- Self-review their progress and set new targets each term.
- (For some pupils with special educational needs) monitor their success at achieving their Individual Education Plan.



24. Management of Inclusion within School

The Headteacher and the governing body have delegated joint responsibility for the ongoing implementation of this Inclusion Policy to the Inclusion Manager. The Inclusion Manager is responsible for reporting regularly to the Head and the Governor with responsibility for SEND on the ongoing effectiveness of this Inclusion Policy, along with the responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of special educational needs and EAL along with pupils who belong to groups of pupils who require extra intervention such as pupils on the Pupil Premium register and the more able pupil. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times. All staff are regularly included in training sessions to help them develop the skills required to support learners.

24.1 Headteacher

The Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Headteacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Manager.

The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- Analysis of the whole-school pupil progress tracking system
- Analysis of a whole-school provision map for vulnerable learners drawn up by the Inclusion Manager
- CAPPs and Pupil progress meetings with individual teachers;
- Regular meetings with the Inclusion Manager
- Discussions with pupils and parents



24.2 Inclusion Manager

In line with the recommendations in the revised Code of Practice 2001, the Inclusion Manager will oversee the day-to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for vulnerable learners.
- Maintenance of a list of pupils with special educational needs;
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising teachers.
- Managing other classroom staff involved in supporting vulnerable learners.
- Overseeing the records on all children with special educational needs.
- Liaising with parents of children with SEND, in conjunction with class teachers.
- Contributing to the in-service training of staff.
- Implementing a programme of Annual Review for all pupils with a statement of special educational need or a Health Care Plan.
- Carrying out referral procedures to the Local Authority to request multi-professional involvement when it is suspected, on strong evidence arising from previous intervention and support, that a pupil may have a special educational need.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils identified as having special educational needs.
- Monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils.
- Evaluating regularly the impact and effectiveness of all additional interventions for all learners with special educational needs.
- Meeting at least termly with each teacher to review and revise learning objectives for all learners with special education needs in their class, who are being tracked on the school's provision map.
- Identifying when cause for concerns procedures need to take place to identify areas of need and to address them.



- Apply for High needs funding where and when appropriate.
- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- Keep records of meetings with parents, including agreed outcomes and actions which are shared with parents.
- Attending area network meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for special educational needs (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support learners with special educational needs.
- Manage and update the SEND register on a regular basis throughout the year.
- Work in close liaison with the pastoral Leader, Family support worker, EAL support TA and Phase leaders.
- If the Inclusion Manager is newly appointed, the National Award for SEND-Co-ordination will be completed within three years of appointment.

EAL

The Inclusion Manager will oversee the day-to-day operation of this policy in regards to pupils with EAL in the following ways:

- Maintenance of a list of pupils with ethnic minority heritage and EAL.
- Maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds.
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background.
- Working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice.
- Managing other classroom staff involved in supporting ethnic/linguistic minorities.
- Overseeing the initial and on-going assessment records on all children with EAL.



- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish the next steps in learning.
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- Contributing to the in-service training of staff.
- Supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school.
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum.
- Oversee and support the timetable of the EAL support staff.
- Attending EMA cluster meetings and training as appropriate.
- Liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies for ethnic and linguistic minority learners.

24.3 Class Teacher

All teachers are teachers of children with special educational needs and these children are therefore the responsibility of all teachers working within the school. The class teacher's responsibilities include:-

- Identifying and initially assessing children who are causing any concern within any aspect of their schooling and to record any observations and relate these, if necessary, to the Inclusion Manager.
- Providing differentiated activities that will enable children to have access to the full curriculum.
- Liaising with the Inclusion Manager, Headteacher, support staff and parents of children with SEND within their class.
- Noting any expression of parental concern about a child and informing the Inclusion Manager, if necessary.



- Ensuring that pupil's progress is monitored closely and interventions are planned with appropriate staffing and resources to meet the initial needs of the child.
- Discuss the needs of pupils at progress meetings and on the interim with the Inclusion Manager and phase leader.
- Identify pupils who, albeit with extra support and the implementation of specific interventions, are still having challenges with their learning. These pupils' needs will be discussed at a 'Cause for Concern meeting' with the Inclusion Manager.
- If pupils require external support from ousted agencies the class teacher will work together with the Inclusion Manager to make a referral to the required agency i.e. Educational Psychologist, community paediatrician, Physiotherapy, Occupational therapy, Speech therapy. Parents will be fully involved at all stages.
- Teachers will ensure that they are fully supportive of Individual Education Plans (IEPs) which may then be written with the inclusion of targets set by the above professionals.
- Liaising with the Inclusion Manager and support staff to develop appropriate IEP to implement these plans and to maintain their own records.
- Reviewing and evaluating IEPs at least three times a year.
- Supplying information for annual reviews of IEPs and attending annual reviews, whenever possible.

24.5 Support Staff

Support staff work with pupils with SEND. Their responsibilities include:

- Implementing IEP's, following the directions of the class teacher in liaison with the Inclusion Manager.
- Maintaining ongoing records of the work completed.
- Attending training provided by the school and/or local authority, to further professional development.
- Preparing appropriate resources.
- Attending annual reviews and IEPs reviews when necessary.



25. Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*).

26. Responsibilities within Our School

Our overall Inclusion Manager is: Joanne Fennelly

Our EAL support is: Lynne Whitehouse

Pastoral Manager is: Natalie Richards

Family Support Worker is: Amberley Turnell

Our Designated Teacher for children who are looked after in Local Authority Care is: Tom Rees and Natalie Richards