



**PRESTON & WINGHAM PRIMARY SCHOOLS FEDERATION**

# Inclusion Policy

## APPROVAL & ADOPTION

This policy was formally agreed and adopted by the Governing Body on:

11<sup>th</sup> June 2015

**Chair of Governors**

Signed: 

## UPDATE SCHEDULE

Version	Date	Reason for Update
1	21/04/2015	Existing policies of both schools reviewed as part of Federation review process.

This document is a statement of the aims, principles and strategies for provision for all children in the federation including those with Special Education Needs (SEN). LEA guidelines and the revised SEND Code of Practice: 0-25 Years have been taken into consideration in the formation of this document and resulting policies.

### **Aims**

- Identify all children across the federation who need special consideration to support their physical, social, emotional or intellectual development.
- Ensure every child is given appropriate support (where needed) to have full access to the national curriculum in an aspirational, positive framework.
- Ensure that provision is in place to ensure children identified as having SEN are fully integrated into all activities across the federation.
- Develop positive working relationships with parents to ensure partnership between the federation and home. Give parents a strong voice in the formation of strategies employed by the school to boost progress and inclusion amongst all children including those identified as having additional needs.

### **Inclusion**

Inclusion is the umbrella term that defines a range of strategies to ensure all pupils across the federation, regardless of SEN, are able to access the curriculum and activities run by both schools in the federation. The federation should look to overcome barriers to learning and boost an ethos that values diversity and dignity for all children. In all year groups, it should be ensured that classroom enrichment (including extra-curricular) activities encourage the participation of all pupils.

The relationship between teaching and support should follow an integrated strategy which seeks to provide classroom based interventions first and foremost with extra interventions supporting the work of the whole class.

Effective inclusion is demonstrated by classroom staff, parents, school leadership and wider professionals working together to ensure challenge, dignity and an inclusive environment are present for all pupils across the federation. The named person responsible for co-ordinating inclusion across the federation is Simon Clay.

### **Supported Learning**

We seek:

- To provide a broad, balanced curriculum for all pupils using effective differentiation at all levels.
- Commitment from all staff across federation to ensure high quality mainstream education that supports SEN and removes barriers to learning.
- To have an awareness of SEN across the federation and clear, effective strategies to ensure all pupils have access to the curriculum and other activities where appropriate.
- To promote a love for learning, independence, resilience and self-worth for all children across the federation.
- To ensure every child has the appropriate support to manage transitions effectively.

## Key Roles

The Governing Body, in co-operation with the Headteacher, determines the federation's general policy regarding inclusion and its approach to the provision for children with additional needs. They also establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.

### Governing Body & SLT

- Governer with oversight for SEN across the federation is George Jenkins.
- Take responsibility for devising and implementing this Inclusion Policy through widespread consultation and application.
- Monitor and evaluate the success of this policy and ensuring that necessary revisions are undertaken.
- Establishing appropriate staff and funding arrangements to ensure the aims set out in the policy are carried out.
- Executive Head, Heads of School and Inclusion Leader to oversee provision for children with special educational needs.
- Executive Head, Heads of School and Inclusion Leader to keep the Governing Body fully informed

### Inclusion Leader

- Daily implementation of the school Inclusion Policy.
- Advising the staff on SEN matters and CPD opportunities.
- Helping to draw together, reviewing and evaluating provision maps maintained by Class Teachers.
- Updating the SEN Register on a regular basis.
- Maintaining and scrutinising the records of SEN pupils.
- Initiating and contributing to multi-agency meetings (CAF, EHCP, ChIN).
- Liaison with parents, shared jointly with the Executive Headteacher, Head of School.
- Liaison with external agencies, shared jointly with the Executive Head Teacher and Heads of School.
- Attending and presenting at LIFT, consortium and othe related meetings.
- Applications to grant organisations for additional SEN funding across the federation.
- Sourcing and ordering of specialist equipment to help SEN children to access the National Curriculum.
- Ensuring sufficient challenge and opportunities for gifted and talented children to further explore areas of excellence.

It is the responsibility for all staff and volunteers across the federation to ensure they work within the guidelines set out in the 'Working Together to Safeguard Children' and the revised SEN code of practise (2014).

## **Admissions**

Children who meet the admission criteria will be admitted to the schools within the federation provided that the levels of facilities are able to meet their needs. This document is to be used in the context of other policy documents agreed and signed by the governing body in all areas of school life. An example of this is that all children, regardless of SEN or complex needs, are expected to abide by the school behaviour policies across the federation. Policies can be found on the school website and are available to parents on request. The executive head teacher, governing body and local authority are responsible for children coming on roll across the federation and this process is also covered by the Local Authority appeals process.

## **Resource Allocation**

Resources are allocated for Special Needs through a combination of ring-fenced grants and by the governing body. The Inclusion Leader, in consultation with the Executive Head Teacher and Heads of School, is responsible for the use of these resources and strategic deployment of support staff.

The governing body will expect full use of the SEN budget across the federation and have the power to add to this with additional funds from the general school budgets. The revised SEN code of practice stipulates 'outcomes' over 'supported hours' and records of funds should reflect this for auditing purposes. Each school in the federation has a separate budget to be used specifically for pupils on their school roll, including any pupil premium, SEN and Higher Needs budgets.

## **Identification of SEN**

Effective classroom teaching is a priority across the federation as this will ensure teachers can readily identify if a pupil is not making the required progress or has additional needs. The class teacher will refer these children to the Inclusion Leader through regular meetings or as the immediate need arises. Parents will be communicated to at every point by the class teacher and the Inclusion Leader if necessary. Once a referral to the Inclusion Leader is made then the process outlined below takes effect:

**Assess** – Assess the specific needs of the pupil and potential barriers to accessing the full curriculum.

**Plan** – Partnership between teacher, support staff, parents and inclusion leader to plan intervention.

**Do** – Carry out planned intervention with specific goals to be measured.

**Review** – Consider if process has been effective and, if unsuccessful, begin process again.

Dependent upon the assessment of the child by the Inclusion Leader, the child will be placed on the SEN register and a SEN Support Plan will be drawn together.

## **Levels of Intervention**

With the publication the SEN Code of Conduct: 0 – 25 the terms 'School Action' and 'School Action Plus' no longer apply to children across the federation. The new system for intervention is detailed above as it follows the Assess, Plan, Do, Review model. This means that every pupil will have a tailored level of intervention according to their specifically identified needs.

Interventions across the federation will be primarily designed to support existing class provision and differentiation. If a higher level of intervention is identified as required and appropriate this will be put in place as part of a specific planned program with clearly defined outcomes.

If the assessed specific needs of a pupil require regular 1-1 support or high level intervention then the federation will seek to bring these to LIFT meetings and pursue the creation of an EHC plan.

### **Education Healthcare Plans (EHC)**

All pupils with a statement across the federation will be transferred over to an EHC plan with priority given to children at transition points (Reception, Year 2 and Year 6).

The review process of the EHC should take place at least 3 times a year in which the outcomes identified are reviewed with additional outcomes added if necessary. These meetings should also take into account the pupils and parent voice as a central component to the document.

It is the duty of the local authority to create the EHC plan and the federation to provide the information required to complete the relevant sections. The time limit for the EHCP transfer is 2017 but the federation plans to have all statements converted to EHCPs by October 2015.

In all stages of the SEN process the voice of parents and the child are central to shaping support and provision. Regular opportunities for feedback from the child (if appropriate) will be provided as part of the review section of the process.

### **Curriculum**

Across the federation we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

Across the federation we regularly monitor the progress of all pupils to review their academic progress. We also use a range of assessments with all the pupils at various points in their time at the schools in the federation e.g. Phonics Screening. Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up.

Some pupils may continue to make less than expected progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. In areas of specific need, where specialist advice needs to be considered, access to external advisors will be explored to ensure correct assessment leading to a considered plan of action.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs and be removed from the SEN register. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

### **Strategies for Curriculum Access**

All children will be taught in mainstream classes and all children, regardless of SEN, will be included in school activities, taking into account the health and safety of all children in the group. A differentiated curriculum is offered to pupils in line with the school 'Curriculum' policy.

Where appropriate, strategies to ensure high quality SEN provision may include (and are not limited to):

- Adaptation of the material presented to a group within the class
- Interventions outlined on Class Provision Maps
- The provision of an Individual Education Plan (IEP) for pupils with EHC plans.
- Liaison with other schools and commitment to staff CPD in identified areas of SEN need.
- The provision of mechanical aids to support learning where assessed as appropriate.
- 1-1 TA support & small group booster sessions

The aim is for high quality first teaching from the class teacher who will plan differentiated activities to boost inclusion in the classroom. This is supported by the Inclusion Leader who works in a more advisory capacity during this first phase of intervention.

### **Complaints**

For any complaints regarding the school SEN provision the process detailed in the federation's complaints policy should be followed.

### **SEN CPD across the Federation**

- The Inclusion Leader will attend appropriate courses and conferences as they arise
- The Inclusion Leader will attend regular meetings for SENCO's arranged by the LA advisory service
- Teachers and learning support assistants will attend SEN courses in order to ensure there is a wide range of up-to-date knowledge and expertise in the school
- In-house staff training for specific needs – which may involve visiting external specialists, e.g. Behavioural Advisor, Speech and Language Specialists
- Governors will be informed of school based CPD and be invited to attend.

### **Partnership**

Both schools have developed close working relationships with pre-school settings to facilitate discussion of children with potential additional needs before they enter the Reception class. The Reception teachers will visit all children before they start school including where the child has been identified as requiring special support prior to entry. The inclusion leader will accompany the reception teacher on this visit.

Contacting and collaborating with the previous school of any child with SEN entering the school at a point other than Reception, to determine how the child will be inducted and to enable us to benefit from previous knowledge of the child.

Planning meetings to be held involving the Executive Head Teacher, Head of School, Inclusion Leader and prospective class teacher with the aim of ensuring all relevant information is available in order to confirm any identified extra needs are embedded in transition planning. In addition, we meet with receiving schools if we can give assistance to support the continuity of a child's development. This is particularly important at KS2-KS3 transfer. At Secondary transfer, a meeting with the representative of the receiving school is usually arranged so that information concerning the educational needs of the child can be discussed.

The federation leadership team will also play an important role in the formation of the Local Offer through consultation with the Local Authority during its commissioning phase.

### **Review and Evaluation of Inclusion Policy**

A review of the Policy will take place every three years by the governing body or earlier if deemed necessary.

It is the responsibility of the Governing Body, and in particular, the designated Special Needs Governor, to ensure the task is carried out.

All aspects of this policy should be reviewed in light of the following, overarching criteria:

- Does this policy enable all children to make good progress?
- Does this policy ensure the health and safety for all pupils in the school?
- Does this policy help to implement an inclusive federation in which all staff members are supported to work effectively with all children including those on the SEN register?
- Do children all children, including those identified as requiring SEN feel safe, supported and challenged at the federation?