

INCLUSION POLICY

**Incorporating Special Educational Needs Information,
in compliance with Statutory Instrument : Special
Educational Needs (Information) Regulations (Clause
64)**



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.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014

Ofsted Section 5 Inspection Framework January 2016 (update)

Ofsted SEN Review 2010 “A Statement is not enough”

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

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 available 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 life experiences and special educational needs 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.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure 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, parent 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”. (National Curriculum, 2000).

In regard to pupil progress and monitoring processes, the school has taken into account the following statements and definitions :

*“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)

“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

Children’s needs are identified and met as early as possible through the analysis of data including entry profiles, previous school attainment levels, reading, spelling, maths and comprehension scores (Wide Range Achievement Test – WRTA4), Age Related Expectations for EYFS and KS1-2, and other baseline assessment tools such as LUCID.

Where students are identified as having gaps in their knowledge or who are achieving at a level that is behind that of their peers or below national expectations for their year group, 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 targeted support
- individual class support / individual withdrawal
- bilingual support/access to materials in translation will be obtained as necessary
- further differentiation of resources,
- High adult/pupil ratio
- Access to individual phonics programme and reading interventions as necessary
- Access to individual maths programme as necessary
- Access to therapeutic input from qualified art or drama therapists where accessible

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 Executive Senior Leadership Team (ESLT) and Heads of Centres
 - ongoing assessment of progress made by intervention groups by Executive SENCO
 - work sampling on a termly basis.
 - scrutiny of planning.
 - teacher interviews with the Executive Senior Leadership Team (ESLT)
 - Head of Centre report to SLT at least three times per academic year
 - informal feedback from all staff.
 - Termly Family Learning Days (FLD) when progress data and information is shared and new targets are set by class teachers with individual students and their parents/carers
 - pupil progress tracking using assessment data, half termly collection (whole-school processes)
 - attendance records and analysis by pastoral support team and head of centre
 - regular meetings about pupils' progress between the SENCO and Executive Vice Principle and reports to parents and governors
- Our response to the monitoring of all our students in light of the SEN Code of Practice 2014, is as follows:
 - Our pupils are monitored at least half termly through systems and processes within school which include Boxall Profile, Pupil Profile, PASS Data (Pupil Attitude to Self and School), LUCID, WRAT4, pupil progress data and others. Specific targets are set and discussed with the student and parents on Family Learning Day once per term. Students are also reviewed to comply with statutory requirements in line with prescribed guidelines.
 - Parents and carers are contacted by class based staff at least weekly and sometimes daily to inform parents/carers of progress made, successes and/or any concerns regarding their engagement, attendance or health.

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 as listed (above) and an Annual Review of their statement/plan.

- Our school will comply with all local arrangements and procedures when applying for
 - Additional High Need 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 SEN Support using our devolved budget at an earlier stage.

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

Inclusion of pupils with English as an additional language

Definition

A student 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.

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.

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, including those who require the services of a qualified signer for the deaf, 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.

Provision

Pupils with EAL will have full access to 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 SEN 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 SEN pupils unless SEN 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 SENCO. 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 SEN register for reasons of EAL.

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. This will include the provision of a professional signer for the deaf for hearing impaired parents who express that their first language is signing, text messages via 'Schoolcomms' will also be fully utilised to enable day to day contact.

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.

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.

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| • 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 students 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 DfE guidelines, we monitor the children closely in KS1, but we only identify very able and talented children once they are in KS2.

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

Provision

Teachers have high expectations and plan carefully to meet the learning needs of all our students. 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.
- Personalized 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 11 we set targets for English and mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation

3. The name and contact details of the Executive SEN co-ordinator.

Ms Lisa Day – Lisa.Day@lincstlc.lincs.sch.uk

The name and contact details of the Designated Teacher for Looked After pupils

Ms Lisa Day – Lisa.Day@lincstlc.lincs.sch.uk

Management of Inclusion within our school

The Principal and the Management Committee have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy. The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care. These roles have been included within the SENCO role.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Executive Principal

- The Executive Principal, with the support of the Senior Leadership Team, is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the Executive Principal and the Management Committee will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- the Executive Principal 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
 - maintenance and analysis of a whole-school provision map for vulnerable learners
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCO
 - discussions with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- monitoring the maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- 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 SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Review for all pupils with a statement of special educational need or EHC..
- carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- monitoring the school's system for ensuring that planning and target evaluating regularly the impact and effectiveness of all interventions
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners,

Class teacher

- liaising with the SENCO to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map
 - which pupils (also on the provision map) require additional support because of the complex nature of their special educational need. Some of these pupils may require advice/support from an outside professional
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for all pupils to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2013)
 - ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

All staff participate in a continuous programme of CPD, delivered by staff members who include the Executive Principal, both Executive Vice Principals and the SENCO. Other training is provided by guest trainers and other external experts. Training opportunities take place for all members of staff weekly. Staff are also encouraged and supported to attend training provided by other providers, agencies and universities.

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCO will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

Lincolnshire Teaching and Learning Centre is a specialist setting for pupils who have been permanently excluded from a mainstream or special setting. We involve other agencies such as Communication and Interaction services, Speech and Language service, Educational Psychology Service and others. We utilise expertise from within the local authority and within Wellspring Trust.

- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this from our funding for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for additional Funding.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

Partnership with Parents/Carers

The 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 Liaise services.
- providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress through the use of 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 pupils know what their targets are and why they have them,**
- self-review their progress and set new targets

- **Effective Transition**

- We will ensure early and timely planning for transfer to a pupil's next phase of education, be this reintegration to mainstream or transition to a specialised setting.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits

Any complaints from parents of pupils concerning the provision made at the school are dealt with in line with our complaints procedure policy.

Admission Arrangements

All pupils will come via permanent exclusion. Where students are placed on 'intervention places' this is monitored and 'gate kept' by BOSS and the Executive Principal.

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO then, if unresolved, by the Executive Head Teacher. The governor with specific responsibility for SEN/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 can be found on Lincolnshire Local Authority Web Site -

<https://www.lincolnshire.gov.uk/parents/support-and-aspiration/information-and-support-for-families/120182.article>

Links with Other Services

Effective working links will also be maintained with:

Parent Partnership Service
Lincolnshire Special Educational Needs

Information on where the local authority's local offer is published.

http://search3.openobjects.com/kb5/lincs/fsd/results.action?familychannel=2_7

This policy will be reviewed annually by the governing body and was last reviewed

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