



INCLUSION POLICY

REVIEWED BY : K.Foy September 25

General Statement

Ward End Primary follows the UN Convention Rights of the Child. This policy is especially relevant to:

- Articles 23 'You have the right to the special education and care if you have a disability'
- Article 28 'You have the right to a good quality education'

Aims and ethos

Ward End is an inclusive school and we recognise that all our children have individual needs. Inclusion is not seen as applying only to SEN children but covering all areas of race, ethnicity, religion, disability and gender.

We aim to offer excellence and choice to all children by providing a process that engages pupils, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. We have high expectations of our pupils but recognise that some of our pupils will need additional provision and support. Our inclusive approach aims to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress and promoting emotional well-being.

This Inclusion Policy reflects the principles of the 0 – 25 SEND Code of Practice. The aims of the policy are that the Governors and staff work together to:

- ensure that every child to develop an understanding of excellence, a desire for knowledge, an enquiring mind and an enjoyment of learning
- develop all children as responsible, caring members of the community

Inclusion Policy

- develop all children as motivated individuals who strive for the highest possible achievements
- develop all children to have high self- esteem and to be respectful of themselves, others and the environment

The additional aims of this policy are to:

- ensure that the transition to secondary school for every pupil gives them the very best start; and that they are 'secondary ready'
- ensure that the needs of every child is met, including those with disability and SEND
- identify the learning needs of every child in order to put in place the most appropriate and effective interventions

To ensure appropriate provision we:

- Identify the needs as soon as possible
- Assess the need as accurately and objectively as possible, involving outside agencies as appropriate
- Involve the children and their parent/carers in planning support for their needs
- Maintain a record system
- Provide access to support agencies including voluntary agencies
- Ensure all the staff are aware of their responsibilities
- Ensure the Governors are aware of their responsibilities
- Monitor and review the progress of the children

Roles and responsibilities

At Ward End Primary the Inclusion Team consists of

AHT for Inclusion/ SENCO – Miss Foy

SENCo – Mrs Bibi (2xdays)

Assistant SENCo and BeCo – Miss Lee

Bilingual teaching assistant supporting EAL learners – Mrs Ahmed

The team is responsible for:

- Working with the Headteacher and SEN Governor to determine the strategic development of the Inclusion/SEN policy and provision in the school
- Day-to-day responsibility for the operation of this policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Providing professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Coordinating and advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Being the point of contact for external support agencies

Inclusion Policy

- Liaising with children's next providers of education to ensure pupils and their parents are fully informed about options and a smooth transition is established
- Working with the Headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEN up to date
- Developing the behaviour policy and supporting wellbeing and positive behaviours across the school
- Managing the inclusion budget and developing the Inclusion action plan
- Ensuring that appropriate support plans are in place
- Ensuring that relevant background information about children with SEN is collected and recorded
- Contributing to and organising in-service training of staff
- AHT for Inclusion is a member of the Senior Leadership Team

The SEND Governor will:

- Help to raise awareness of SEN issues at governing body meetings
- In liaison with the AHT for Inclusion monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the Headteacher and AHT and SENCo to determine the strategic development of the SEN policy and provision in the school

The Headteacher will:

- Work with the AHT, SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the Inclusion Team to review each pupil's progress and development and decide on any changes to provision that are needed

Inclusion Policy

- Ensuring that all paperwork and assessments e.g. continuums and IEPs are kept up to date

Admission Arrangements

Ward End admission arrangements are in accordance with the L.A. admission policy and the school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities. Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability.

Special consideration is given to children with SEN and liaison with outside agencies supports school with identifying, assessing and making provision for pupils with SEND.

Parents or carers seeking the admission of a pupil with an EHCP must do so through SENAR, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

Accessibility

An accessibility audit has been completed. There is some limited access to the school for wheelchairs. Children who are sensory impaired have support in place e.g. painted edges on steps for VI children, specialist equipment etc. There is an Accessibility Plan that is reviewed every 3 years and has short, medium and long term targets.

SEND provision

Identifying pupils with SEN and assessing their needs

Early identification of need

Special educational provision is matched to the pupil's identified SEND. Pupils' SEND are generally thought of in the following four main areas of need and support.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

These areas give an overview of the range of needs that we plan for. However, individual pupils often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEND, and pupils with an Autism Spectrum Disorder may have needs across all areas. The special educational provision made for a pupil is always based on an understanding of the pupil's particular strengths and needs and seeks to address them all, using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software. This helps to overcome barriers to learning and participation.

The Code of Practice emphasises the importance of high aspirations for all pupils. This requires staff to set clear progress targets for pupils with SEND that focus on their potential to achieve at or above expectation. It also requires that they are clear about resources needed to help pupils succeed.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Staff will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress

Inclusion Policy

- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

We will also consider other factors such as

- Co-ordination difficulties, considerably poorer than peers
- Very limited social skills/poor interaction with peers and staff
- Inappropriate behaviour (see behaviour policy)
- Withdrawn/isolated behaviour
- Very poor attention skills

When deciding on the special educational provision the views and the wishes of the pupil (where appropriate) and their parents will be considered. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

A register of pupils with SEND will be maintained by the AHT Inclusion and SENCO. Details of individual needs and the outside agency offering support is recorded. When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of quality first teaching they will no longer be seen as requiring SEN support.

When a pupil no longer receives support from the outside agency, through discussion and agreement with parents/carers the pupil will be 'stepped down' but will still continue to be monitored closely until progress is on track.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Staff will work with the Inclusion Team to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

Inclusion Policy

- The pupil's own views
- Advice from external support services, if relevant

Assess

This involves clearly analysing the pupil's needs using teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Where external support services are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Where it is decided to provide a pupil with SEND support, the parents are formally notified. The teacher and the SENCO agree in consultation with the parent and the pupil (where appropriate) the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Children with an autism diagnosis are given targets from the AET autism progression framework. Targets are decided upon by teaching staff, parents and children working together to highlight the main areas of need.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. The children's progress is marked on a continuum for English and Maths targets based on the subject continuum are produced and followed.

Parents are fully aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching with a member of the support staff, the class teacher still retains full responsibility for the pupil. Teachers work closely with any support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Team supports the class teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date (once a term).

The impact and quality of the support and interventions is evaluated by monitoring the child's progress termly on their continuum. The information will then be recorded on a tracking system to monitor progress closely and identify gaps in particular areas. The teacher, working with a member of the Inclusion Team, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

AET autism progression framework targets are reviewed termly with parent and child and updated accordingly.

Inclusion Policy

At Ward End Primary School there is a formal audit of additional needs once a term. The four main areas in the 0-25 SEND Code of Practice are referred to. Children are identified as requiring universal support (mainly in class) from Teacher/Teaching Assistant, targeted support (group/individual support) and Specialist (involvement of outside or school based agencies)

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care Plan (EHCP) needs assessment. This will be done in conjunction with the class teacher, the parents, the child and outside agencies including the Educational Psychologist. Evidence of the graduated approach will be made evident to all parties.

Support process
Teacher identifies there's a learning difficulty and puts intervention in place & tracks progress. They have an informal discussion with parents (talk about SEN reg and continuum support).
If there is no or limited progress, a referral to Inclusion team is made and the child will be observed.
Feedback from inclusion team given to teacher and new strategies tried.
If there is no or limited progress made there will be a parent meeting and if all parties agree, then the child will be placed on the SEN register and specific support will be given. If required a referral to a specialist agency will be made e.g. Educational psychologist, communication and autism team.

EHCPs and SSPPs

Where a pupil has an EHC plan the local authority reviews the plan as a minimum every twelve months. We co-operate with the local authority and hold annual review meetings which involve parents/carers, the child (if appropriate) and any outside agencies. A child may receive additional support funded through the SEN support units and this is reviewed annually.

If a child has an SSPP (Sen Support Provision Plan) this is reviewed termly with teaching staff and a member of the inclusion team and annually with parents, child and outside agencies. A child may receive additional support funded through the SEN support units and this is reviewed annually.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Mixed ability/ability groupings – giving a variety of learning situations, giving experiences as well as knowledge and peer interaction.

Inclusion Policy

- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sensory resources etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

RECORD KEEPING

Class SEN Files and Electronic SEN Folders

These files contain information for the teachers and teaching assistants on:

- Additional needs register
- Information about medical needs
- AET autism progression framework
- Individual one page profiles
- Continuums
- Provision Maps
- Audit information
- IBP
- Other information

Individual SEN School Files

Individual files are held for children on the SEN register. These contain:

- Support plans
- Copies of medical letters
- Outside agency reports
- Any other correspondence
- Observation notes

SEN SUPPORT REGISTER

The SEN register is kept as information for each class and updated termly.

The four main areas of need are highlighted:

- Emotional and behavioural
- Learning and Cognition
- Physical and Sensory
- Communication and Language

It is linked to information regarding vulnerable children through the weekly SMT meetings.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We ensure there are no barriers to pupils with SEN enjoying the same activities as other pupils in your school.

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential visits.

All pupils are encouraged to take part in sports day/class assemblies/talent show, etc.

Inclusion Policy

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We support pupils with disabilities by:

- Amending all visits/destinations to meet the individual needs of the pupil with SEN/disability so that they can fully access the visit – visits are arranged to be inclusive/adapted
- Many changes have been made so that pupils in wheelchairs can access the majority of our site.
- Our school's Accessibility Plan can be found on the school website

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or new setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

If a pupil has received any level of special needs support all the documentation concerning the pupil's targets set, interventions that have been put in place and outcomes are transferred to the receiving school.

In the case of Year 6 pupils SENCOS from secondary schools visit our school to discuss the needs of the SEND pupils. If a child in Y5 has an EHCP the Inclusion Team will advise the parents of the options that their child has for secondary school and support them making an appropriate choice. This will be done in the summer term of Year 5 so that there is time to look at schools and think about choices.

Parental Involvement

Information about SEN at Ward End is available to parents on the school website or available from school.

At Ward End we acknowledge and value the unique knowledge and understanding parents have of their children. We value this partnership especially when there is a concern about a child.

Parent's evenings provide regular opportunities for parents to express any concerns they have about their child to the class teacher. The Inclusion Team members are available to parents on these evenings if they wish to discuss their child's needs. Continuum progress and targets are discussed with parents 3 times a year.

Further Parental Consultations

In addition to three parent's consultation meetings, further contact is arranged to:

- Build up a relationship between parents/carers and school
- Inform parents/carers of the progress their child is making
- Listen to the parents/carers concerns, and to plan support together for their child at home and school.

The detail and frequency of these meetings vary according to needs of the children.

Those parents who have children with an EHCP will be asked to attend annual review meetings in addition.

Whenever necessary the school will provide an interpreter for parental consultations.

Information leaflets on the code of practice are available in a variety of languages.

Links with the Health Authority

Inclusion Policy

At the start of each academic year every class teacher has a list with medical information on the class. Confidential information is not included on the list. Any new health concerns are referred to the Learning Mentors who will update the medical records in collaboration with parents, teachers and support staff. School nurse referrals are made if needed.

The school nurse is available for advice and support to staff/parents/carers and children on health and medical concerns. Referrals to health visitors for Nursery children are made if needed.

The school nurse team provide annual training for staff on allergy awareness, asthma, epilepsy etc. The AHT for Inclusion collates a whole school medical needs register that is updated regularly and shared with SMT.

Children who require intimate care are given support and staff follow the Intimate Care Policy. There are 3 disabled toilet areas and a nappy changing station available. Staff are provided with appropriate PPE.

Outside agency support

We work with the following agencies to support pupils with SEN:-

Physical and Sensory Support including - Hearing Impairment and Visual Impairment

Communication and Autism Team (CAT)

School Nurse

Health Visiting Teams

Speech and Language Therapy (SALT)

Educational Psychology (EP)

Pupil and School Support Service (PSS)

Behaviour Support service

PDSS (physical difficulties support service)

Play therapist

Music intervention teacher

Occupational therapists

SEN BUDGET

The SEN budget is used to:

- Provide resources to support children with SEN so they make progress towards their learning goals
- Pay SEN support staff
- Provide training in the area of SEN

ENGLISH AS AN ADDITIONAL LANGUAGE

At Ward End, it is important that children have time to develop an understanding of English when it is not their home language. It is important that each child's home language is valued.

"A silent (receptive) period is the natural learning of a second language not a sign of learning difficulties"

"Children take up to two years to develop basic interpersonal communication skills" (Deryl Hall: Assessing the needs of bilingual children)

Inclusion Policy

By allowing children time to develop their understanding of English we avoid a misdiagnosis due to the confusion between language acquisition and a long term learning difficulty. An assessment will be carried out to understand the level of their home language, which may indicate a learning difficulty.

We have a bilingual teaching assistant as part of the Inclusion Team who works with groups of EAL children throughout each week. With the support of the assistant SENCO she completes ILP (individual language plans) for each child and progress is monitored on a language continuum termly.

Complaints about SEN provision

If a parent is not satisfied with the special educational needs arrangements for their pupil the teacher should be contacted in the first instance. The AHT for Inclusion will be informed. If a satisfactory outcome is not achieved a meeting between the parent, teacher and AHT will be arranged at a mutually agreed time.

The Headteacher may be contacted to arrange a meeting to discuss concerns.

Parents are given the opportunity to speak to the SEND Governor.

Parents are made aware of the Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) that can play an important role in preventing disagreements and offer valuable support. Telephone: 0121 303 5004 Email: sendiass@birmingham.gov.uk

If no solution can be found parents are advised to follow the schools and/or LA Complaints Procedure.

Contact details for raising concerns

Inclusion Team - Miss Foy, Miss Lee, Mrs Bibi 0121 4645424

Monitoring arrangements

This policy and information report will be reviewed by Miss Foy annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the Full Governing Board.