

# Holycroft Primary School

## Inclusion Policy

*It is the aim of this policy to develop the full potential of individual pupils to prepare them for their roles as adult members of society.*

### **Rationale:**

Holycroft Primary School is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Holycroft Primary School is committed to inclusion. Part of the schools strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

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

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- Travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs or disabilities
- those who are able, gifted and talented (children who are significantly more able than their peers)
- those who are looked after by the local authority (LAC)
- others such as those who are sick, those who are young carers, those who are in families under stress
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Holycroft Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. We will also aim to model inclusion in our staffing policies, relationships with parents /carers and the community. The development and monitoring of the schools' work on Inclusion will be undertaken by the Inclusion Team and the Governor for Inclusion/SEND on an annual basis.

### **Objectives**

Our school aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers. We aim to involve parents/carers at every stage in plans to meet their child's additional needs.

We aim to make equality of opportunity a reality for our pupils through access to a good quality, meaningful and appropriate creative curriculum.

We aim to plan for individual needs encouraging the strengths and interests of our pupils. Pupils will be targeted to support learning.

We aim to provide full access to the curriculum\* through differentiated planning by class teachers, supported by the Inclusion/SEND Team, specialist learning support teachers, and support staff as appropriate.

(\*Except where disapplication, arising from an EHCP occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

We aim to ensure the SEN and Disability Act (2005) and relevant Codes of Practice and guidance are implemented effectively across the school and to ensure equality of opportunity for, and to eliminate prejudice and discrimination.

We aim to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

We aim to enable all children to move on from us well equipped in the basic skills of English, Maths and social independence to meet the demands of secondary school life and learning.

We aim to involve the children themselves in planning and in any decision making that affects them.

We aim to support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and effective partnerships with outside agencies.

We will achieve educational inclusion by continually reviewing our practice and asking key questions:

- Do all our pupils achieve as much as they can?
- Are there differences in the achievement of different groups of children?
- What are we doing to support those pupils who are not achieving their best?
- How are we involving parents and carers?

### **How do we support inclusion?**

Class Teachers and support staff ensure that children:

- feel secure and know that their contributions are valued;
- appreciate and value the differences they see in others;
- take responsibility for their own actions;
- participate safely in clothing that is appropriate for the activity and their religious beliefs;
- are taught in groupings that allow them all to experience success;
- use materials that reflect a range of social and cultural backgrounds, without stereotyping;
- have a common curriculum experience that allows for a range of different learning styles;
- have challenging targets that enable them to succeed;
- are encouraged to participate fully, regardless of disabilities or medical needs.

### **Whole school actions support inclusion by**

- A curriculum designed to reflect the different cultures, religions and races in our school and one which is challenging and provides enrichment
- Achievable but challenging targets in English and Maths and for all pupils
- The regular tracking of pupil attainment and the highlighting of any underachievement
- Targeting of additional support for pupils from teaching assistants, or the learning mentor in class or in small groups
- The use of intervention programmes to support pupils with learning difficulties
- Induction of pupils new to this country
- A consistent, positive behaviour policy, encouraging children to restore relationships with others and take responsibility for their own actions
- Addressing racism, sexism and bullying
- The involvement of parents and carers at parents meetings, curriculum meetings and through regular informal contact
- Involvement of outside agencies and specialists
- An inclusion team made up of the SEND/Inclusion Strategic Lead, SENDCos, learning mentor, designated support staff, class teachers.

### **How will we monitor inclusion?**

Every staff member is responsible for inclusion. However to ensure we are successful the following strategies will be used

- Termly review of the curriculum
- Regular tracking of pupil attainment through termly target setting meetings
- Monitoring and assessment schedule
- Termly review of provision management with the Inclusion team and teachers to discuss progress of pupils at Range 2 and above,
- Review of targets in Reading, Writing and Maths
- Lesson observations
- Talking to children and parents
- Teacher assessment
- SAT tests
- Monitoring of teacher's plans and children's work

### **Identification of pupils**

Holycroft Primary School recognises the significance of early identification of pupils with Special Educational Needs, English as an additional language (EAL) needs or pupils who may be Able, Gifted or Talented and work closely with other professionals already involved with pupils.

The SEND Strategic Lead and SENDCos, Class teachers and support staff are all involved in identifying pupils.

Pupils with SEND are allocated a Range in accordance with Bradford's guidelines and placed on the school's SEND register.

Information relating to pupils with SEN is shared with all staff, including supply teachers.

### **Provision**

#### **1. Differentiated Curriculum Provision**

In order to make progress all children will receive a differentiated curriculum. . The differentiation may involve modifying learning objectives, teaching styles and access strategies. Differentiation will be recorded in the class teacher's plans. Children are taught in mixed ability groupings and ability groupings. At Holycroft there is an emphasis on a skills based curriculum and meaningful links across the National Curriculum subjects.

#### **2. Provision Management**

Pupils on the SEN register will be reviewed termly to ascertain the additional and extra interventions needed to enable them to make progress. A variety of programmes are used to support learning and behaviour. Parents are informed of the intervention their child will receive on a termly basis and receive a review of their progress at the end of each term. Provision Maps show how we allocate resources to each year group.

#### **3. EHCP**

A child with an EHCP will continue to have arrangements as for Ranges 1-3, and additional support that is provided using the funds made available through the EHCP.

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

#### **4. Pupils with EAL**

Pupils with EAL are supported both inside and outside the classroom depending on their English fluency. New arrival children are supported by a bilingual teaching assistant where possible and interpreters are used when necessary.

#### **5. Able, Gifted and Talented**

Pupils identified as being able, gifted and talented are provided for through a differentiated curriculum. At times during the year they may have a particular focus or be invited to join a club provided by the school or an outside agency/secondary school. Children who are talented have the opportunity to be involved in the enrichment and extracurricular club programme.

#### **6. Resources**

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs. Specialist resources are accessed for children with EHCPs through submission to LA after specialist advice has been sought.

#### **Record Keeping**

The SEN Team holds and updates SEND, New to English and Gifted and Talented profiles. The class teachers and the SEND/Inclusion Team are responsible for the completion of all appropriate paperwork relevant to the 2014 Code of Practice. The SEND/Inclusion Team is responsible for completing the paperwork required for Statutory Assessment requests and the annual review of EHCPs. Class teachers and the SEND/Inclusion Team are responsible for completing the paperwork relevant to supporting pupils with EAL needs at all stages of achievement. All records are considered to be confidential and are only accessible to concerned professionals and parents.

#### **Looked after Children (LAC)**

Children in public care will have targets set within a personal education plan twice a year. The targets will be set by the school, the carer and social services. We aim to send a representative to all LAC reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body.

#### **Working with outside agencies**

Holycroft Primary School promotes the value of specialist advice and support from a variety of professional and voluntary services. Holycroft Primary School also welcomes and positively promotes links with educational bodies that can promote pupils learning and provide enhanced opportunities for our Gifted and Talented pupils and pupils with SENG.

The SEND / Inclusion Team liaises frequently with a number of other outside agencies and specialists, including;

1. Social Care
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician

5. Physiotherapy
6. Occupational Therapy
7. Speech and Language therapists
8. Specific learning difficulties team
9. Visual and hearing impaired team
10. Mental health team

Parents/carers are informed if any outside agency is involved and permission agreed if necessary.

#### **Links with other schools/Transfer arrangements**

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the Key SENDCo will telephone to further discuss the child's needs. Children transferring to new schools will have records sent and the Key SENDCo will discuss these children with other schools on request. The Key SENDCos share information with secondary colleagues as part of the year 6-7 transition programme.

#### **The governing body**

The school's Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Inclusion and SEND. Governors will receive an Inclusion report annually. They are required to report annually to parents on the fulfilment of the school's Inclusion Policy.

#### **Equality Act**

The Single Equality Act (see Policy) makes it unlawful for schools and LA's to discriminate against disabled pupils for a reason relating to their disability without justification.

Holycroft Primary aims to cater for the full ability range and the presence or absence of a special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

#### **Working with Parents**

Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEN Code of Practice. Parents will be involved right from the initial stages. Parents will be given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils will also be given the opportunity to express their views and comment on their success.

To support parents curriculum meetings will be planned and organised key areas of the curriculum including developing their understanding of their children's special educational needs.

Parents will have the opportunities to meet with their child's class teacher in a formal meeting three times year.

#### **Complaints**

If any parent feels that Holycroft Primary School is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy. Parents may also seek support from the Parent Partnership and the Conciliation services.

#### **Staff Development**

The Headteacher and the SEND/Inclusion Team will review the needs of the teaching and support staff and provide CPD via external courses and in school training. The needs of pupils and the school development plan will also be taken into account when planning CPD.

**Policy Review**

This Policy will be reviewed as and when necessary to respond to any LA or Government requirements.

In the absence of any such changes the policy will be reviewed on a two yearly cycle.

**Links to other policies:**

- SEND Policy
- Supporting Children with Medical Needs policy
- Looked After Children Policy
- Behaviour Policy
- Pupil Premium Policy

**Policy agreed:**

Signed:

*Chair of Governors*

*SEND/Inclusion Strategic Lead*

Date: November 2017

Policy to be reviewed November 2019