Henry Chichele Primary School

# INCLUSION POLICY

## Introduction

All teachers are teachers of pupils with special educational needs or disability. SEND is therefore a whole school responsibility that requires a whole school approach.

This policy sets out our vision and aims for children with special educational needs and disability (SEND). We believe that meeting every pupil's need is a shared responsibility and we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

This policy complies with all statutory requirements, including those relating to the legislation contained in the Equality Act 2010, the Children and Families Act 2014 and the Special Educational Needs and Disability Regulations 2014. The school also follows the statutory guidance within the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2014).

We begin from the underlying principle that all children are special. We aim to achieve maximum inclusion for all children whilst meeting their individual needs. Special Educational Needs, whether in academic, social or emotional terms or a disability, may be an explanation for delayed or slower progress; for either a short period of time or on a more permanent basis. However, individual progress is celebrated as the main indicator of success and through targeted support or intervention, we aim to narrow the gap in attainment between vulnerable groups of learners and their peers. We recognise that a more able or talented child may also have special educational needs and require additional support in addition to, or different from, the adapted National Curriculum. English as an Additional Language (EAL) is not considered a Special Educational Need. Adapted work and individual learning opportunities are provided for pupils who are learning EAL as part of our inclusive provision.

The Governing Board believes that all children, regardless of background, ability and behaviour, should be valued equally. Different children's needs are recognised and met through varied and flexible provision throughout the curriculum. We recognise that education is a partnership and therefore aim to involve staff, parents, children and governors in the creation of a happy and secure environment, where there is a shared sense of purpose, supported by mutual trust and respect.

## Aims and objectives

At Henry Chichele Primary School our primary aim is to enable ALL children to achieve their full potential. For vulnerable and disadvantaged groups of learners (Including; children with Special Educational Needs and Disabilities (SEND), children who are learning EAL, Children Looked After, children in receipt of the Pupil Premium Grant and more able or talented children) we work towards this by:

- Ensuring that all children have access to the full National Curriculum and are fully integrated into the school community.

- Ensuring that high quality teaching, adapted for individuals, is embedded in every class and that teachers are held accountable for the progress and attainment of all pupils in their class.
- Ensuring early identification of children who may have Special Educational Needs. Through assessments and observations; providing the identified children with appropriate provision for individual learning programmes.
- Helping every child realise his or her full potential and optimising his or her self-esteem.
- Encouraging all pupils, including vulnerable groups of learners, to become independent learners and take positions of responsibility within the school.
- Enabling all staff to play a part in identifying pupils with Special Educational Needs and take responsibility for recognising and addressing their individual needs.
- Providing resources that will help children identified as vulnerable learners, to reach their full potential.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a partnership approach to meeting the needs of all vulnerable learners.
- Encouraging the whole school community to demonstrate a positive attitude towards groups of vulnerable learners.
- Encouraging an effective parent partnership in developing and implementing a joint learning approach at home and at school.
- Encouraging and supporting children to participate in all decision-making processes that occur in their education, seeking their views and taking them into account.

## Admissions

The admissions criteria for NNC schools (Primary, Urban) will be applied to all applications for a place at Henry Chichele Primary School.

## Definition of Special Educational Needs and Disability

A child has a Special Educational Need if he or she has a learning difficulty or disability that means he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision will be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health

- Sensory and/or physical needs

At Henry Chichele, a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

## Role and responsibilities

**SENDCO (Inclusion Lead):** The SENDCO (Inclusion Lead) in our school is Alison Pakenham. She is a qualified teacher and will begin training for the new NPQ for SENCOs in the 2024/25.

The Inclusion Lead in liaison with the Head Teacher is responsible for:

- The day to day operation of the school's Inclusion policy
- Co-ordinating the provision for all vulnerable groups of learners.
- Liaising with class teachers, teaching assistants and parents
- Maintaining the whole school provision map and monitoring the progress and attainment of all groups of vulnerable learners.
- Maintaining an appropriate range of resources and teaching materials.

**Designated teacher:** The Designated teacher (DT) for Looked After Children at our school is Alison Pakenham.

**Class teacher:** The class teacher will provide high quality teaching adapted for all pupils making reasonable adjustments where required for individuals. They will identify any concerns and liaise with the parents and SENDCO (Inclusion Lead) without delay.

**Parent:** The school recognises the role of the parent as the primary educator and carer of the child. Parents play a vital role in supporting the education of the child and have a responsibility to engage with the school when it consults with them on decisions affecting the child and to inform the school of any changes in circumstance that may affect the child.

**The governing board:** The governing board is responsible for ensuring that the school fulfils its statutory duties. It will establish and review this policy in line with the Code of Practice 2014. It will hold the Head Teacher and SENDCO to account for the provision for, and outcomes of, groups of vulnerable learners. It will ensure that governors receive appropriate training to fulfil their roles.

**The local authority:** The local authority must consult parents/carers of children with SEND in the development of its policies. Where a child requires an EHC needs assessment, it must ensure that the child's parents/carers are fully included in the process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

## Identifying needs

Initial identification is, in most cases either due to class teacher or parental/ carer concerns about underachievement or lack of progress or observation of social, emotional, behavioural or physical difficulties. Evidence is gathered through the pupil's work, assessment data, classroom observations, discussions with parents/ carers, other professionals and the pupil.

When deciding whether special educational provision is required, we will start with the desired outcomes, including expected progress and attainment, and the views of the pupil and their parents/ carers. We will use this to determine the support required and whether we can provide it by adapting our core offer, or whether something additional or different is needed.

## The graduated approach

At Henry Chichele, we will follow the **graduated** approach and the four part cycle of **assess, plan, do, review** as outlined in the SEND Code of Practice:

**Assess:** We will ensure that we regularly assess all pupils' needs so that each pupil's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experiences of parents/ cares and the pupil. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.

**Plan:** Where SEND support is required, the teacher and inclusion team will put together a plan outlining the provision to be put in place for the pupil as well as the expected impact on progress and outcomes. This will be done in partnership with the pupil and parents/ carers. All staff who work with the pupil will be made aware of the plan. This is known as SEN Support.

**Do:** The class teacher is responsible for the implementation of the plan and working with the pupil on a daily basis. The teacher will also liaise closely with teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The inclusion team will provide support and guidance for the teacher.

**Review:** The impact of the plan will be reviewed 3 times a year by the class teacher, inclusion lead, parent/ carer and pupil. This will inform the planning of next steps.

## Requests for Education, Health and Care needs assessments

For a small minority of pupils, the provision provided through SEN Support will not be sufficiently effective to enable the pupil to make the expected progress. It will then be necessary for the school, parents/ carers and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate. This is known as an education, health and care needs assessment. The purpose of the EHC needs assessment is to enable the local authority to decide whether it is necessary for it to make provision in accordance with an Education, Health and Care (EHC) plan. A referral for an Educational Health and Care needs assessment may be requested by the child's parents, the SENDCO (Inclusion Lead) or Head Teacher or anyone else acting in the interests of the child. A referral from the school will be made when a child continues to give a cause for concern with evidence that strategies and programmes implemented have been in place for a reasonable period of time without success. This will be done with the knowledge and agreement of the parents/carers. The referral will be as laid down in the Code of Practice 2014 and will be subject to an Annual Review.

## Inclusion of pupils with English as an additional language

### Definition of EAL

A pupil who is learning 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. At Henry Chichele 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 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.

**Assessment, Identification of and provision for children learning English as an Additional Language**

Pupils learning 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 universal and, where appropriate, targeted or specialist provision. 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 age related expectation.
- A further mother tongue assessment may be applicable where a SEN is known or where further information needs to be gathered in the pupil's first language
- Work in class will be adapted for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Adapted 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 and 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, adaptations 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 age related expectations) 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 Assistant Headteacher. 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.

**Inclusion of pupils who are looked after in local authority care**

At Henry Chichele Primary School we recognise 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.

**Assessment, Identification of and provision for Looked After Children in Local Authority Care.**

Looked After Children (LAC) in Local Authority Care will have full access to mainstream provision. Universal provision, as available to all pupils will be used to support LAC. Where necessary, additional support will be provided through, targeted or specialist provision, this will be identified and monitored as explained in section 6 and 7 for pupils with Special Educational Needs and Disability.

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. 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 LAC review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory LAC 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 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.

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.

**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. We achieve this in a variety of ways when planning for children's learning by providing a range of adapted activities.

Each strategy supports all children in their learning, but gives due regard to the high achieving 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 adaptations. We offer a range of extra-curricular activities for our children, which offer the opportunity to further extend their learning. Opportunities include a range of sporting and creative arts clubs.

## Transition and transfer

When a child moves school at the normal age of transition, we will engage in thorough liaison with the receiving school to share information and familiarise the pupil with the new environment and provide opportunities for them to meet key members of staff at the new school. Depending on the receiving school and the needs of the child, this will include visits to the school by special needs staff, visits to the receiving school by the pupil, meetings between staff and parents and the sharing of information between the schools. Where transition takes place at others times, we will use our best endeavours to engage in the same way.

## Partnership with parents/carers

We feel that it is of great benefit to all children when parents/carers are able to support them in their learning.

Parents can only provide this help and support when they are well informed, we therefore aim to provide a high level of support through communication and consultation with all parents of children with SEND. We will do this through regular consultation and review meetings where parents/carer's views and experiences with their child will be actively sought, information and specific details of current interventions and ideas for support at home will be exchanged.

Parental/ carer permission is always sought before referral to any professional or outside agency is made on behalf of their child.

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 parents learning EAL 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 a translated format.

## Liaison with external agencies

The school will work in partnership with other agencies to ensure inclusive provision for all pupils. This may include:

- Speech and Language Therapists
- Occupational and Physiotherapists

- Educational Psychologists
- SEND Support services
- Paediatricians
- JoGo Behaviour Support
- School Medical Services – School nurse/Doctor/GP
- Sensory impairment services (For hearing and visually impaired)
- Child and Adolescent Mental Health Services (CAMHS)
- The Virtual School
- Music Service
- Sports Services
- Other as appropriate

## Resources

As well as the human resources outlined in section 5, roles and responsibilities and all general school resources the school provides:

- Facilities for withdrawing children for one-to-one or small group work
- Practical resources such as phonic and number games for specific learning difficulties, Dual Language resources, specialist sports equipment and musical instruments.

Access to ICT and a variety of software

## Links to other policies

This Inclusion policy should be read alongside the school's policies on supporting pupils at school with medical conditions, intimate care, behaviour, teaching and learning and safeguarding of children.

## Complaints procedure

The governing board will ensure that anyone who wishes to make a complaint in relation to inclusion is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights in line with the school's complaints procedure.

In the first instance, any parent or carer with a concern about the implementation of the Inclusion policy should speak to their child's class teacher or the SENDCO (Inclusion Manager). If they wish to pursue a complaint they should follow the school's complaint's procedure flowchart. If the complainant remains a concern after following the complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

## Appendix 1: CONTACTS

**SENDCO (Inclusion Lead): Mrs Alison Pakenham**

**Headteacher: Mrs Sue Hope**

**Chair of Governors:**

**Education Inclusion and Partnership Team**

Contact number: 0300 126 1000

**Virtual School for Looked After Children:**

Contact number: 01604 365912

**See Local Offer Website link below for contact details in relation to High Needs Finding applications and Education Health and Care Plans.**

http://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer

## Appendix 2: GLOSSARY OF TERMS

**Annual review:** the review of an EHC plan which the local authority must make as a minimum every 12 months.

**Child and Adolescent Mental Health Services (CAMHS):** These services assess and treat children and young people with emotional, behavioural or mental health difficulties. They range from basic pastoral care, such as identifying mental health problems, to specialist 'Tier 4' CAMHS, which provide in-patient care for those who are severely mentally ill.

**Early Years Foundation Stage (EYFS):** The foundation stage begins when children reach the age of three. Many children attend an early education setting soon after their third birthday. The foundation stage continues until the end of the reception year and is consistent with the National Curriculum. It prepares children for learning in Year 1, when programmes of study for Key Stage 1 are taught.

**Education, Health and Care plan (EHC plan):** An EHC plan details the education, health and social care support that is to be provided to a child or young person who has SEN or a disability. It is drawn up by the local authority after an EHC needs assessment of the child or young person has determined that an EHC plan is necessary, and after consultation with relevant partner agencies.

**Graduated approach:** A model of action and intervention in early education settings, schools and colleges to help children and young people who have special educational needs. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

**Local Offer:** Local authorities in England are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

**National curriculum:** This sets out a clear, full and statutory entitlement to learning for all pupils, determining what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported.

**Parent:** Under section 576 of the Education Act 1996, the term 'parent' includes any person who is not a parent of the child, but has parental responsibility or who cares for him or her.

**Special Educational Needs (SEN):** A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

**English as an Additional Language (EAL):** A pupil who is learning 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.

**Looked After Children (LAC):** Children in the care of the Local Authority.

**More able and Talented:** Children who are very able have very well-developed learning skills across the curriculum. Children who are talented 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.

**Pupil Premium Grant:** The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

**Inclusion Lead:** A qualified teacher in a school or maintained nursery school who has responsibility for co-ordinating Inclusive provision. In a small school, the head teacher or deputy may take on this role. In larger schools there may be a team of people including the Special Educational Needs and Disabilities Co-ordinator (SENDCO), EAL Co-ordinator, Pupil Premium Co-ordinator. Other early years settings in group provision arrangements are expected to identify an individual to perform the role of SENDCO and child minders are encouraged to do so, possibly sharing the role between them where they are registered with an agency.

**Designated teacher:** Named teacher to monitor and support LAC in the care of the Local Authority.

**Special educational provision:** Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.