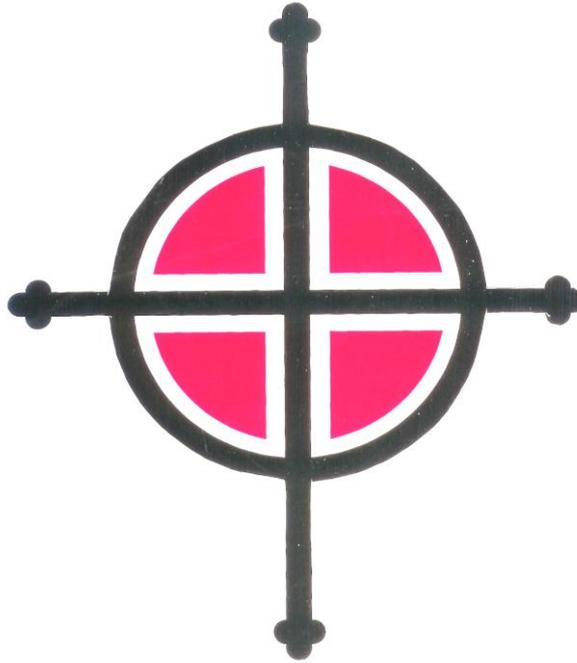


# INCLUSIVE EDUCATION POLICY



**St Philip Westbrook C of E Aided Primary School**

Date of Review	Action
OCT 2014	Uploaded onto website
OCT 2016	Uploaded onto website
JAN 2017	

## **Section 1: PHILOSOPHY**

As a school with a Christian foundation, we believe that every child is made in God's image as a unique individual, and that he or she should be able to develop as such. We believe that it is our role to enable each child to fulfil his or her potential, making use of their attributes, skills and talents.

All of our pupils have the right to an education which is appropriate to their needs. As far as possible therefore, it is our aim to provide learning experiences that are differentiated to take account of the needs and attainments of each pupil. In doing this, we aim to minimize the difficulties that pupils may experience. Some children may have a Special Educational Need or Disability (SEND) and these pupils will need special consideration and provision.

We seek to ensure that all pupils are - and feel- included in all aspects of school life (academic, emotional, recreational, social and spiritual). We recognise that each child has something unique to offer his or her peers and the school community and we believe that we have a responsibility toward each child in giving them the opportunity to nurture and share their talents.

## **Section 2: AIMS**

A child who has a significantly greater difficulty than others in learning has a special educational Need (SEND). Any child who 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.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This Inclusion Policy applies to any child who may:

- Have Special Educational Needs
- Have a disability
- Have a physical or medical condition
- Have a Language or Communication Difficulty
- Have attendance difficulties
- Be Young Carers
- Be bereaved
- Be Children in Public Care

- Present with safeguarding concerns
- Be victims of bullying
- Use English as an Additional Language
- Be gifted and talented
- Have a behavioural difficulty
- Reflect social and cultural diversity
- Be socially disadvantaged or live in poverty
- Be refugees or asylum seekers
- Have mobile lifestyles as Travellers

Our aims for all of our pupils are as follows:

- To ensure that everyone is valued equally in an inclusive environment
- To take a positive approach to developing the self- esteem and self - confidence of all pupils
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs.
- To identify and assess pupils with Special Educational Needs/Disability as early as possible and anticipate their needs and make adjustments which prevent them from being at a disadvantage
- To use our resources efficiently and equitably when assessing and meeting the special needs of our pupils.
- To provide a graduated approach in order to match educational provision to pupils' needs.
- To ensure that pupils with Special Educational Needs/Disability or who are disadvantaged in any way can join in the curricular and extra-curricular activities provided by school along with all pupils.
- To develop a partnership with parents and those with parental responsibility in order that their knowledge, views and experience can assist us in assessing and providing for their children.

- To take into account the ascertainable wishes of the pupils and their parents/carers in order to provide more effectively for them.
- To ensure effective collaboration with the Local Authority Services, Health Services and Social Services in order to ensure effective action on behalf of children with SEND or other specific needs.
- To ensure that all staff are aware of their responsibilities towards all pupils, including those with Special Educational Needs/Disability, and are able to exercise these responsibilities.
- To monitor our effectiveness in achieving the above aims.

### **Section 3: METHODOLOGY**

#### **Range of Need:**

In order to ensure that every child feels valued we recognise, value and celebrate pupils' achievements. To ensure that all pupils are able to access to all the opportunities school has to offer, we continually monitor and evaluate each child's progress alongside our own teaching methods. Regular meetings with Parents and those with Parental Responsibility enable parental observations to inform our evaluations.

We recognise that a child may fail to be included for any number of reasons, not all directly linked to curriculum areas. Therefore, we look at the whole child including his or her physical well-being, social development, emotional needs and language development as well as academic achievement.

### **Section4: Meeting the Needs of Individual Pupils:**

#### **a) Disadvantaged Children:**

Every school is required to identify and support children who may be disadvantaged due to financial, social or family circumstances. Where home or family circumstances make it difficult for a child to access their full potential or to benefit fully from

opportunities in school, support may be available through funding and/or Family Support.

### **b) English as an Additional Language:**

Children who have English as an Additional Language (EAL) will be tracked through School Tracking and where appropriate reasonable adjustments/additional support put into place.

### **c) Facilities for children with physical disabilities:**

The school is on one level and has facilities suitable for wheelchair access as well as disabled toilet facilities. Additional resources/modifications are allocated in accordance with needs.

### **d) Gifted and Talented Children :**

Children who may be gifted or talented are provided for according to individual needs. Please refer to the Gifted and Talented Policy.

### **e) Children with Special Educational Needs/Disability (SEND):**

The Children and Families Act 2014 introduced a new SEND Code of Practice with effect from September 2014. It requires the provision of a 'Local Offer' of services across education, health and social care; with children and their parents/carers at the centre.

The four broad areas of SEND are:

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/physical
- SEN Support provides every child with Special Educational Needs with the additional support they need to progress at school.
- It focuses the system on the impact of the support provided to that individual child, rather than how children access support according to the category they fit into.
- It places emphasises on a graduated approach (assess, plan, do and review).

- The aim is to improve the experience and outcomes of school for all pupils ensuring high quality teaching and learning.

### **f) Children with a Medical Condition:**

Schools have an obligation to make provision for any child who may have a medical need so that they are not disadvantaged and so that their needs are met sensitively and efficiently. There will be close liaison between the medical professionals, parents/carers and school staff to ensure that pupils at school with medical conditions are properly supported so that they have full access to education including school trips and physical education. All staff, including supply teachers will be made aware of the child's medical needs and measures will be put in place to ensure that risk assessments are in place and relevant staff are trained to meet the medical needs of the child in school and during activities taking place outside of the normal timetable.

## **Teaching and Learning for Children with Special Educational Needs**

All teachers are teachers of children with Special Educational Needs. All planning reflects the needs of differing groups of children and is differentiated accordingly. Progress of all children is monitored half-termly, and if concerns are raised by class teachers, Teaching Assistants or parents, particular children may be monitored further with a view to possible Special Educational Needs.

Children with SEND have particular needs, some of which will be specific to that child and these will be met through an Individual Education Plan (IEP) or Care Plan. An IEP/Care Plan sets out provision which is additional to and different from that which is usual in the child's class.

The IEP will set out the short term objectives and manageable/attainable targets for the child. These will usually be targets which children, parents and staff work on together.

Most IEPs will be written by the Class Teacher in consultation with the Senco and worked on within the class. Occasionally, an outside agency, such as the Local Authority Inclusion Teacher for Learning or an Educational Psychologist, may be involved in assessment and target setting for individual children.

In a very small minority of cases, severity of need will mean that a pupil may be allocated additional funding by the Local Authority in the form of an Education Health and Care Plan.

Additional funding via the Local Authority is allocated via very strict criteria. The process for additional funding is thorough and evidence based over a period of time. Any decision to apply for this funding would be made after consultation with a child's parents/carers, and the application would be submitted to a Local Authority panel for consideration. Children who currently have a Statement of Special Educational Need will be transferred onto Educational Health and Care Plans over the next two years in accordance with Local Authority guidance.

## **Section 5: Monitoring of Provision for Inclusion**

This will include all or some of the following as appropriate -

- Regular Review meetings between parents and school to discuss and identify the child's strengths and needs
- Review meetings between class teachers and Senco
- Evaluation of the impact of additional provision
- Regular meetings between Senco and the Inclusion Governor
- Analysis of school tracking data and Provision mapping
- Annual Review of Statements of Special Educational Need/Education Health and Care Plans (EHCPs) using a person centred approach.

## **Section 6: Access to Outside Agencies:**

If appropriate and after discussion with parents and Class Teacher the Senco may seek advice from outside agencies such as:

- Speech and Language Therapy
- School Health Advisors
- Educational Psychologist
- Inclusion Teacher for Learning
- Behaviour Support Specialists
- Multi-Agency Referral – via a panel which may decide to refer a child on to a paediatrician

Referral is via the FSM01 form which is completed with parents and signed by them

## **Section 7: Working with Parents and Carers**

We welcome and encourage parents and carers to participate in their child's educational progress from the outset. Parents are encouraged to meet regularly with Class Teachers and to raise any concerns about their child's progress. Parents and carers are involved at every stage of the Special Educational Needs/Disability process.

## **Section 8: Staff Training**

All staff have received training on the new SEND Code of Practice 2014. We regularly review staff training needs in relation to Inclusion/SEND and provide in house and outside agency training to meet identified needs. The SEND Co-ordinator attends regular Local Authority meetings for up-dates on local and national developments in SEND. Other members of staff have undertaken or are undertaking further professional development in areas such as ADHD and dyslexia.

## **Section 9: Individuals with responsibility for Inclusion:**

**Mrs. Jill Mills – Inclusion Governor**

**Mrs. L. Pritchard – Senco**

**Mr. Ian MacDonald -Parent Partnership**

**Mrs. Rhian Moore and Jackie Jack - School Health Advisors**

**Mrs. L. Davidson – Co-ordinator for Gifted and Talented Provision**

### **Policy Review:**

This Policy will be reviewed annually.

