

INCLUSION POLICY Agreed July 2017

Introduction

The Tapscott Learning Trust shares a commitment towards the provision of inclusive education as articulated in the SEN and Disability Act 2001, the Children and Families Act 2014 and the SEN Code of Practice 2014.

Pupil diversity is welcomed at our educational settings and differences in culture, religion and intellectual/learning style are celebrated. All children are different and individual and are treated as such with an emphasis upon personalised learning. Furthermore we recognise three broad groups who especially benefit from additional inclusive support to help them to access the curriculum and participate in all opportunities provided by the school. These are pupils with Special Educational Needs and Disabilities (SEND), pupils who are Gifted and Talented and pupils for whom English is an Additional Language. Throughout this document, these children are referred to as having 'additional inclusive entitlement'. Within the area of SEND we identify four further groups to ensure that needs are assessed across the full range.

They are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health needs
- Sensory and/or physical needs

Principles and Ethos

All teaching staff are teachers of children with Special Educational Needs (SEN). Teaching such children is a whole school responsibility and is a concern of all adults working with them.

The Trust will address this responsibility in the following ways:

- We believe that every child can and has a right to the opportunity to make progress from their individual starting points whatever their difficulties.
- We will promote values that create a positive culture which include:
 - *encouraging respect for one another*
 - *tackling prejudice and stereotyping*
 - *fostering good race relations*
- We believe that all children with needs are entitled to a broad and balanced curriculum, which is appropriately differentiated, carefully planned and sensitively implemented in line with their personal needs and starting points.

- We are committed to seeking practical and effective solutions to the difficulties children may experience.
- We will seek to identify any difficulties as early as possible and employ appropriate strategies to deal with them.
- We understand the important role that parents play in supporting their child's education and welcome them into the school.
- We follow the *Graduated Response* approach, as set out in the Code of Practice so that resources can be appropriately allocated and applied for. This will involve adopting an 'assess, plan, do, review' approach.
- We value the importance of specialist advice and will ensure that the children have equal access to these services. However, equally important is the training of all staff in Special Educational Needs issues.
- We understand the importance of the child's views and we take this into account wherever possible when planning to meet their needs
- We are committed to making all areas of the curriculum and the schools physical environment accessible to all students where appropriate. (Outlined within 2002 Disability and Discrimination Act).

Aims and Objectives

- to create an environment that supports the additional inclusion entitlement of each child
- to identify pupils with inclusion entitlement, to plan for and support them appropriately and to review progress and access to the curriculum regularly
- to ensure that children with additional inclusion entitlement can participate, to the fullest extent possible, in all the activities of the school
- to ensure that all learners make the best possible progress from their individual starting points
- to ensure that all parents and caregivers have the opportunity to provide input to their child's additional inclusion entitlement and that effective communication is maintained
- to give learners the opportunity to express their views and, where appropriate, to be involved in decisions that affect their education
- to promote effective partnerships and involve outside agencies when appropriate
- for bilingual learners to develop language skills in English in every curriculum area
- for teachers to provide a range of strategies which help to make a subject and its language accessible to all learners
- to work in support of the School Offer and Local Offer
- to ensure children and their parents/guardians are given the opportunity to participate as fully as possible in decisions to help them achieve the best possible educational and other outcomes

A Graduated Response

In line with the Special Educational Needs Code of Practice, the Trust will employ a Graduated Response based on the *assess, plan, do and review* approach and is outlined in the following sections:

Identification

This Inclusion Policy will work alongside and in conjunction with the Local Offer from each **school's local authority** and other policies followed within the Trust. These include the School Offers, Attendance Policies, the Behaviour Policies and the Equalities Policies as well as being embedded throughout the Teaching and Learning of each organisation.

It is recognised that children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them. (Code of Practice September 2014)

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

The identification of SEN should part of the overall approach to monitoring the progress and development of all pupils. Teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances.

The school ensures that children and parents are actively involved in decision-making throughout. The school's systems identify the need at the

earliest point and makes effective provision to improve long-term outcomes for the child.

Quality First Teaching

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching is the first step in responding to pupils who have or may have SEN. Some pupils may experience delays in their learning and may not be making expected progress for a variety of reasons. They will have differentiated work prepared for them by their teacher in conjunction with the support staff and their progress monitored carefully.

When teachers or other staff have evidence that certain/particular pupils are still not making good progress they are referred to the SENCo who in consultation with the parents, arrange additional support. The progress of these pupils will be reviewed regularly.

Information Gathering

Where progress continues to be less than expected the teacher, working with the SENCo, should assess whether the child has SEN through a process of informally gathering. The progress of pupils receiving additional support will be reviewed regularly as part of the information gathering process. This additional support will be aimed at removing any barriers to learning.

The information is gathered from a range of sources including but not limited to:

- Through termly assessments
- Transfer and baseline assessments
- Samples of school work
- Through teacher observations and progress tracking.
- Parental concerns.

This information is used to make a planned intervention aimed at overcoming the pupils' barriers to learning and increasing their access to the curriculum. The gathering of information includes an early discussion with the pupil and their parents. Early discussions are be added to the pupil's records. A copy is given to the parents including information about the local authority's Information, Advice and Support Service.

Special Educational Needs Support.

In deciding whether to make special educational provision, the teacher and SENCo will consider all of the information gathered from within the school about the pupil's attainment and progress. Parents/guardians and the child themselves are central to the process, with their views and suggestions playing an important part in the decision making process. Specialist services and teachers may be called upon to provide assessments and recommendations to the School, and information and support to the parents to enable them to fully participate in making decisions.

The decision to place a child on Special Educational Needs Support will include the identification of the child's broad areas of need. The broad areas of needs are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The child will then be recorded as Special Educational Needs Support on the school's system. The parent's will be informed in writing of the decision, the broad areas of needs, the desired outcomes, the support that is needed and any other action that is to be taken. This may be included with the record of the early discussion.

The Assess, Plan, Do and Review will then continue and a plan of support will be agreed with a clear date for reviewing progress. The aim of the plan of support will be to remove any barriers to learning.

In some cases, outside professionals may already be involved with the child. Where professionals are not already working with school staff the SENCo will contact them if the parents agree. The school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. The school will involve a specialist where it is appropriate. The pupil's parents will be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff.

Top-Up Funding

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide

additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals. These assessments will support the school's application for top-up funding from the local authority. The school follows the procedure for top-up funding application stipulated by the local authority in which the child lives. For the vast majority of local authorities this process is completed during the finalising of an Education Health Care Plan.

Education, Health Care Plan (EHP)

The school will make a request for statutory assessment in cases where the parent consents to the school making the request and if it is reasonably likely that the local authority threshold for creating an Education Health Care Plan will be met. This will be led by the SENCo in conjunction with the parents/carers and other specialist services following the legal assessment procedures outlined in the Special Educational Needs Code of Practice and following the procedures of the Local Authority.

The school also respects the right of parents to request a statutory assessment for an Education Health Care Plan. The school will support and assist parents with a request for statutory if it is reasonably likely that the local authority threshold for creating an Education Health Care Plan will be met.

By the time we will consider a child for a statutory assessment, there will be written evidence about:

- The Schools' interventions through the COP
- Individual Targets for the child (Short and Long Term)
- Records of regular reviews and outcomes
- National Curriculum levels
- Attainments in the Core Subjects
- Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist
- Views of the child and parents
- Involvement of other professionals
- Any involvement by Social Services or Attendance Management Service

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- The child's medical history and where relevant input from the School Nurse

On receipt of any consultations on proposed Education Health Care Plans the school will fully consider whether:

1. The school is unsuitable to the child's age, ability, aptitude or special educational needs. (SEND Code of Practice 2014)
2. The attendance of the child at the school would be incompatible with the provision of efficient education for the children with whom they would be educated or the efficient use of resources and there are no reasonable steps to prevent incompatibility. (SEND Code of Practice 2014)

The school will respond in writing to the local authority clear stating the reasons for accepting or declining the consultation.

When an Educational Health Care Plan is issued naming the school, support will be provided in school according to the targets and provision outlined within the document. The Education Health Care Plan will be reviewed annually in line with the Special Educational Needs Code of Practice remaining in place until the pupil reaches the age of twenty five unless it is agreed at an annual review that it should cease.

Organisation and Structure of Inclusion

1. The role of the Senior Lead for Inclusion

Duties include:

- Line managing the Special Needs Coordinator (SENCo) and other staff responsible for inclusion.
- To oversee all aspects of Inclusive Practice.

2. The role of the Special Needs Coordinator

These are duties in line with the revised Code of Practice.

- To maintain and monitor the SEND register, day to day operation of the school's Inclusion policy and overseeing the records of all children with SEND.
- To line manage support staff, support teachers and co-ordinating their timetables.
- To support and advise colleagues.
- To attend Continual Professional Development for SENCO's and feedback any relevant information to the Leadership team and in staff meetings.
- To co-ordinate inclusion and modelling ways of working.
- To work in partnership with parents of children with SEND.
- To gather specialist advice from a variety of outside agencies and ensure this advice is acted upon.
- To liaise with the Local Advisory Board.
- To support transition between phases.
- To arrange review meetings and ensure appropriate paperwork is completed.

3. The role of the Class Teacher

The Class Teacher will aim to:

- Identify Special Educational Needs through assessment and monitoring of children's progress.
- Communicate initial concerns to parents/carers.
- Collect relevant information on the educational history of the child.
- Gather evidence about the pupil's work/behaviour and make notes on it for sharing them with the Inclusion Team.
- Meet individual needs by adopting a range of teaching strategies, learning styles and classroom management techniques as part of Quality First Teaching.
- Plan and provide information on lessons to facilitate support by the additional adults.

- Contribute to the formulation of targets for children on the Inclusion register and review them with parents/carers and the pupil concerned.
- Direct additional adults to best meet the needs of the pupils.
- Keep an updated class based document for any children who are in receipt of 'Top Up' funding or an Education, Health, Care Plan.

4. The role of Teaching Assistant/ Support Staff

Support staff will aim to:

- Review, interact with and implement teachers' planning
- Teach the children within a supporting role.
- Assess particular children/ group's progress in partnership with the class teacher.
- Keep written reports of all lessons/activities
- Provide feedback and work in collaboration with class teacher, SENCO and other support workers (written and verbal).
- Be proactive and manage other pupils behaviours and needs when supporting and working with a class or group of children.

5. The role of The Local Advisory Board (LAB)

The LAB will:

- Assist in devising the school's general policy
- Appoint a Link member who has special oversight of the school's arrangements and provision for meeting special educational needs.

6. The role of external or specialist agencies

Having established connections with External /Specialist agencies is paramount to effective inclusion. It is the role of the SENCo to maintain contact with these agencies, to make appropriate referrals as necessary and to ensure any advice is acted upon. Equally important is the review process and the need to share this with parents.

Most Able Students

Pupils are recognised as more able if they:

Achieve or have the ability to achieve, a level significantly in advance of the average for their year grouping school in one or more curriculum areas or in any of the following;

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- physical talent
- artistic talent
- literacy, language or numeracy
- mechanical ingenuity
- leadership
- high intelligence
- creativity
- social skills
- oracy or public speaking.

Further, more able pupils can be identified if they:

- are good all-rounders
- achieve highly in one area
- are of high ability but with low motivation
- are of good verbal ability but have poor writing skills
- are very able but have a short attention span
- are very able but have poor social skills
- are keen to disguise their abilities.

In working with pupils with high ability, class teachers employ strategies from the following where appropriate:

- structure varied and flexible pupil groupings, sometimes allowing able pupils to work together, sometimes allowing them to take particular roles in mixed ability groups
- differentiation by task (including differentiated homework)
- differentiation by outcome
- setting individual targets
- open ended tasks
- working at pace
- relating ideas to their own or to external experiences
- accessing appropriate sources of information
- using a higher level of language (especially in one to one teaching or marking)
- skipping stages that aren't needed /undertaking less practise
- making presentations to the group
- designing games
- suggesting improvements to processes/products etc
- problem solving
- conducting interviews and designing questionnaires
- debate, criticism
- representing information diagrammatically or pictorially
- providing questions to given answers
- conjecture (asking questions that begin with 'What if ...?')

- encouraging all pupils to become 'independent learners)
- organising their own work
- developing the ability to evaluate their own work and so become self-critical
- setting demanding targets for the work of more able pupils and urging them to constantly raise their own expectations of themselves in all curriculum areas.

English as an Additional Language

Children with EAL are those for whom English is not their first language or their principle language at home.

The EAL Leads, appointed to this area of additional inclusion entitlement, work in collaboration with class teachers throughout the school, developing strategies to help all children access the curriculum. The EAL Leads may work in a class for an agreed block of time perhaps with the focus on a specific area. They will assess and review children with EAL as and when necessary.

Parents

It is recognised that parents/carers have a vital role to play in supporting their children's education. We aim to involve parents in all aspects of a child's development and record any concerns they might have through:

- supporting their children's education in every way
- attending reviews and other meetings concerned with their child's progress

Pupil Voice

The input of pupils with SEND is highly valued, and as such they are encouraged to comment on the provision made for them and to suggest ways in which it might be improved.

Assessment and Record Keeping

The Inclusion Teams use a range of diagnostic and assessment tools to help inform intervention strategies and measure progress. Data concerning academic results by children on the Inclusion Register is collected to monitor progress and inform future action to help individual children. Monitoring in this way also helps to identify the most successful strategies of support.

Detailed personal files on each pupil on the Inclusion Register are kept in the Inclusion Rooms and, although they are confidential, they are available on request. These files contain previous personalised plans, reports from external agencies, annotated evidence, observational notes, behaviour records, records of correspondence and any other relevant information.

Robust tracking systems are in place in all schools in the Trust. These are individual and personal to meet the needs of the cohort of children within each school.

Admission

All children have an equal entitlement to inclusion in our schools and we adhere to the **relevant local authority's admission procedures** for admissions.

Where pupils already have an Education, Health and Care Plan (EHCP) or 'Top Up' funding in place the SEND Inclusion Team will gather information to plan an effective transition. In such cases it may be necessary to arrange preliminary visits and/or involve external agencies to best meet the needs of the child.

Mid Term Admission

In accordance with the **Trust's** procedures for mid-term admissions, Class Teachers arrange for a 'buddy' to introduce the new child to school routines and provide support in the classroom and at break times during the initial 'settling-in' period. The EAL Leads will advise the teacher of other children in the school who can support the child in their first language.

Transition Arrangements

In line with the Code of Practice (2014), transition occurs between the Key Stages:

From Nursery to Foundation stage

Transition programmes are arranged to allow forthcoming class teachers to observe the child in the nursery setting. It provides an opportunity for the child to become familiar with their new environment. Parents are encouraged to attend so that any concerns can be discussed.

Foundation to Key stage 1 / Key stage 1 to Key stage 2

Children on the Inclusion Register making the transition from one Key Stage to another are supported through managed visits to their new class before the end of that school year. The present teacher and the teacher for the

following academic year meet to discuss the needs of the children on the Inclusion Register, in the presence of the SENCo if appropriate.

From Primary to Secondary Phase

This includes passing on relevant information and arranging transition meetings and visits as necessary to assist towards a smooth transition

Medical Issues

We are aware that pupils can have medical needs. In line with guidance from the Local Authority, the schools aim to meet these needs through detailed medical plans.

When we are made aware of a medical need, a meeting with the school's nurse and parents is arranged to discuss any obstacles to learning that may occur. A medical care plan may be created with the help and guidance of the School Nurse to enable the pupil to access the curriculum.

Complaints

Young people have a right to be treated with dignity and respect, and are valued for who they are and what they bring to the School. In line with the Code of Practice, parents have a right to complain if they are not happy about the service that their children receive from the Local Authority and its schools.

Concerns about experiences in class should be discussed initially with the Class Teacher. Failure to resolve issues concerning additional inclusion entitlement should trigger recourse to the Trust Complaints Procedure. The SENCo's will be pleased to offer information and guidance concerning procedures.

If a **complaint** is made regarding SEND statutory assessments we encourage Parents to meet with the SENCO and then put their complaint in writing to the relevant local authority's Education Department (SEND Section).

Reviewing the Inclusion Policy

This policy is to be reviewed every three years. The Local Offer and SEND information report annually. Any adaptations or changes by individual schools will need to be agreed by the Trust.

Included in the review of the policy is the effectiveness of:

- systems for identifying and assessing pupils with special educational needs
- the provision for pupils with special educational needs
- the impact of provisions

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- the record – keeping for special educational needs
- the allocation of resources to and amongst pupils with special educational needs.