



ST PAUL WITH ST LUKE PRIMARY SCHOOL INCLUSION POLICY

Vision:

St Paul with St Luke Primary School (SPSL) is a safe and stimulating environment where children encounter challenging and creative learning experiences.

Each member of the school community is motivated to be a life-long learner.

We will equip everyone with the skills to achieve their full potential in a climate of mutual respect and personal responsibility.

Statement of Aims:

To provide a supportive, stimulating environment in which each child is enabled and encouraged to attain the highest standard of achievement of which he or she is capable.

To ensure that the curriculum is broad and well balanced following all subjects in the National Curriculum.

To value each individual's contribution irrespective of race, gender, religion or ability.

To encourage children to be aware of their behaviour and how it affects other people.

To recognise that children have a variety of special needs and endeavour to provide appropriately for the needs of individuals.

To ensure that the curriculum reflects the richness of our multi-cultural society.

To foster and build on relationships with parents, governors and the wider community.

To provide a planned process of staff development.

Aim

'A society can be judged by the way it treats its least privileged members'

Structure of this Policy

We believe that issues of inclusion are central to all areas of school life.

Therefore, as well as describing what we mean by inclusion and what our approach to inclusion is, we would direct attention to other policies that contribute to this understanding:

- Teaching and Learning
- Foundation Stage
- English as an additional language
- Accessibilities
- Behaviour
- Race Equality
- Attendance
- Teaching Assistants
- Health and Safety
- Complaints
- Equal opportunities

Rationale

SPSL is committed to providing an appropriate and high quality education to all children at the school. We believe all children have a common entitlement to a broad and balanced academic, social and emotional 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 strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

SPSL is committed to inclusion. Part of the school's 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 effective learning opportunities for all pupils through:

- Setting suitable learning challenges;
- Responding to pupils diverse learning needs;
- Overcoming barriers to learning and assessment for individuals and groups of pupils.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways that 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, faith groups, travellers, asylum seekers and refugees
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs
- Learners who have a disability
- Those who are gifted and talented
- Those who have missed significant amounts of schooling
- Those who are looked after by the school authority
- Others such as those who are sick or are in families under stress
- Any learners who are at risk of disaffection and exclusion

Our provision attempts to meet the needs of our children who experience barriers to their learning or their social inclusion, which may relate to:

- Factors in their environment including the environment they experience at school.
- Their need to access the curriculum through a language: English, which is additional to their own.
- Sensory or physical impairment, difficulties with learning or with emotional or social development.
- Factors in their home environment.

We recognise that these possible factors need to be carefully and sensitively considered, and that frequently more than one factor may be hindering full inclusion in the life or learning of the school.

We also recognise that pupils learn at different rates and that there are many other factors affecting achievement, learning styles, ability, emotional state, age, and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity and acquisition of English are crucial factors in terms of readiness to learn. We believe that

many pupils, at sometime in their school career, may develop difficulties which affect their learning, and we recognise that they may be long or short term.

At SPSL Primary School, we aim to identify their needs as they arise and provide teaching and learning contexts which enable every child to provide continuity and progression across years and Key Stages.

SPSL sees the inclusion of children who encounter barriers to their learning and to their social inclusion as an equal opportunities issue, and aims to model inclusion in our staff policies, and in our relationship with care and with the community.

At SPSL we believe strongly that all teachers and other adults working in the school have a responsibility for ensuring the inclusion of all pupils.

The head teacher, Nicola Horton, takes the lead role in promoting and developing inclusive practice alongside Unta Taiwo who is the Assistant Head for Inclusion as part of her role.

The work of TAs is overseen by the Assistant Head for Inclusion: Unta.

The school's Educational Psychologist is Barley Birney.

The governor responsible for Inclusion is Aune Turkson-Jones, Chair of Governors, with responsibility:

- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, all children including those experiencing barriers to learning.
- To respond to pupils' diverse learning needs and overcome potential barriers to learning by continually monitoring the progress of all pupils, identifying needs as they arise and providing support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers and support staff as appropriate, and setting suitable learning challenges.
- To develop the fluency in English of pupils learning English as an additional language, by careful monitoring of pupil progress and by providing a rich language environment and structured opportunities for learning, while at the same time making it clear that pupils' home languages are valued.
- To provide specific input, matched to individual needs, in addition to differentiated classroom provision for those pupils requiring School Action or School Action Plus and for those with statements of SEN.

- To ensure that pupils experiencing barriers to learning are perceived positively by all members of the school community, and that inclusive provision is positively valued and accessed by staff and parent/carers.
- To ensure that we are able to meet the needs of as wide a range as possible of children who live in our catchment area and who attend our speech and language provision.
- To enable children to move on from us well equipped in the basic skills of spoken English, literacy, numeracy, and social independence to meet the demands of secondary school life and learning.
- To involve parent/carers in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision-making that affects them.
- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To develop further as an inclusive school, by creating inclusive cultures, producing inclusive policies and evolving inclusive practices.

All development plans within the school take inclusion into account. A current inclusion development plan to help us achieve the above objectives is attached to this policy.

Promoting Inclusion within SPSL

At SPSL we have many different ways of promoting inclusion. Each area of the School Development Plan addresses inclusion.

There is regular training for all staff to support the development of understanding and skills to ensure that inclusive learning environments are a priority within the school.

Classes are mixed ability.

Intervention Groups are small to support individual needs.

Parents are encouraged and supported to be fully involved.

Tracking meetings are held jointly to ensure more holistic thinking and planning together with appropriate target setting.

Outline of SEND procedures at SPSL

As in all primary schools, the main responsibility for pupils with SEND lies with their class teachers - but in consultation with the Head of Inclusion.

At SPSL the Head of Inclusion is one of the Assistant Heads (Unta Taiwo). She is supported by Parent Support Administrator (Khalidah Khanom). Together they are referred to as the Inclusion Team.

All SEND records are held centrally in the Inclusion Office (Upstairs). Copies of all paperwork go to the Head of Inclusion / Parent Support Administrator, who maintains an overview of all SEND children, the statement processes and liaison with external agencies.

Class Teachers monitor the children, identifying who has or has not got SEND and then decide what action should be taken in consultation with parents the Head of Inclusion who will liaise with the Inclusion Officer. Class Teachers keep the Head of Inclusion regularly updated; especially where there is serious concern.

The SEN code of Practice (p. 16 2015) identifies child with Special Education Needs under the following criteria:

- 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 or a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

We need to act in the best interests of the pupil and take into account what is feasible - and what will produce the outcome with maximum positive impact for the child.

If the pupil is not receiving SEND support but you think perhaps they should be then discuss with the parents, Inclusion team or Deputy Head or Head Teacher. Do not wait until the next Pupil Progress Meeting if you feel the need should be urgently addressed.

Information Gathering in Resources the SEND folder

- At the start of year, familiarise yourself with the teacher handover notes, 1 page profiles, attainment profiles and SEND folder for your class.
- The SENCo will discuss child's ability, needs and progress with Class Teacher before the first pupil progress meeting:
- In each pupil progress meeting with the Head of Inclusion the provision map for the year group is updated in addition to addressing the following points:

Do they still need SEND support?

Are they making adequate progress?

If you feel they no longer need SEND support - ensure the pupil's name is removed.

- MEP plans are then updated and in consultation with the child new SMART targets are set.
- MEP plans are shared with parents at termly parent consultation meetings.

Creating MEPs (Multi-Element Plans)

To be agreed and reviewed in tracking meetings. Decide two or three very specific things you want a child to achieve through the intervention, or through some other action, and record these on the MEP form. MEPs make it easy to monitor whether what is planned is proving successful.

Prepare a small number of manageable targets (e.g. two or three). Targets need to be specific and assessable. For instance 'to improve listening on the carpet' is too vague. Better to have 'listen for two minutes at least three times a week' or 'be able to answer at least two questions about what has been discussed during carpet time, three times a week'. Include a strategy for helping this happen and a way of monitoring it.

MEP plan suggestion:

This will help you decide what is needed for the pupil. This might be:

- Particular, regular, systematic support in class.
- Special provision (delivered by Support Staff)
- A behaviour monitoring programme.
- Specific group or 1:1 intervention to address difficulties with learning.

Discuss options with Head of Inclusion/SENCO.

- Availability of Teaching Assistant Support
- Intervention programme possibilities: Fine motor skills, Whole word phonics, Over learning, Pre-teaching, Speech and Language, RWI Fresh Start, etc. (remember the need for continuity - if a pupil was on a specific programme last year, and it was helping, ideally they should continue from where they left off).
- Grouping possibilities - pupil with similar requirements in class could be grouped together for an intervention.
- Withdrawal from class is acceptable (allow greater concentration and privacy) but it must be for specific, focused, monitored intervention work. The majority of the

child's learning time **must** be in the classroom with their peers, unless attending an intervention.

- It is important to make their arrangements early on before time is fully committed.

The MEP Cycle

Autumn Term: 1st MEP updated in class with pupil.

December: Check what was planned is happening.

March: Review MEP in Pupil Progress Meeting and write new targets with child.

June: Review MEP and suggest new targets for next year with the child.

Copies of MEPs to the Inclusion Officer and in the class SEND file and to the parent and shared with child.

Child completes own record of strengths / targets to be added to MEP and shared with parents.

Photograph of child added to the MEP.

Urgent Information for Teachers with EAL children

- The culture in the classroom should be open and encouraging for all children to participate without enjoyment and confidence.
- Grouping should not disadvantage new arrivals.
- Groupings should consider the importance of a language role model.
- New arrivals should feel that they belong and their difference is valued.
- New arrivals should not automatically go into low ability groupings.
- Children from different minority cultures should see evidence of their cultural identity respected and acknowledged in class.
- Any racist bullying or isolation should be strongly challenged.
- Knowledge and literacy in first language should be recognised and encouraged wherever possible.
- The presence of children whose receptive language is not as strong as other children should influence the curriculum provision for the whole class.
- Teachers must be aware of language strengths and build on these; children without certain formal skills in writing.
- Language needs should be anticipated at the planning stage.

Special Educational Needs and Disability Policy

Arrangements for SENF provision

Allocation of resources

The Assistant Head for Inclusion, supported by the Head Teacher, is responsible for the operational management of the specified special needs funding and provision within the school, including the provision for children with statements of special educational needs.

Speech and Language Groups

Speech and Language (SaL) groups run alongside EYFS, KS1 and KS2 to support children with early learning and communication skills. The group is taught by a trained SaL Intervention TA. The group is based around highly structured routine and is rich in visual cues to develop and support the children's communication skills.

Nurture Groups

Nurture Group runs in Key Stage 1. Children are identified through Pupil Progress Meetings and receive class teaching in a smaller, focused environment. This group is a daily session after Literacy and Numeracy and is facilitated by a Pastoral Support TA. Some children also attend a smaller Literacy, Numeracy classes within their Year Group peers depending on their needs.

Assessment

Early identification is vital and outside agencies can offer advice on the provision of intervention strategies.

The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

A formal review of a child's progress and the impact of the support provided is evaluated on a termly basis (or more regularly where needs are complex).

A graduated response

Throughout the school we use different waves of intervention. The chart below explains how these relate to the SEN Code of Practice.

Wave	Description	SEN Intervention under Code of Practice	description
<i>Wave 1</i>	'Quality first' teaching for all children in literacy or numeracy hour	Not SEN	
<i>Wave 2</i>	Catch up programmes and small group support	Not SEN	
<i>Wave 3</i>	More intensive support tailored to needs of specific pupils	<i>SEND Support</i> <i>SEND Support</i> <i>Statutory Provision</i>	Specific programme to address lack of progress Specific programme involving outside specialists Formal statement of educational needs, giving pupil legal right to appropriate support

Wave Intervention

The school and class provision map shows these and many other inclusive practices in the school. Where possible, pupil needs are met through Wave 2 interventions as well as effective, differentiated class teaching.

Where this is the case, pupils are not considered to be receiving 'SEND Support' and do not require an MEP although in certain cases an MEP may be prepared to monitor progress in more detail.

The year group Attainment Profiles and Tracking System are an indication of children's progress and show us which children are causing concern. Teachers monitor the progress of all pupils, sharing this regularly with the Leadership Team.

It is important to recognise that there is continuum of need. Some pupils will encounter temporary, easy to address, barriers to learning, while others encounter barriers to learning which are severe and persistent. Pupils' needs are likely to change over time. The provision map, which lays out both Wave 2 and Wave 3 interventions, indicates the school's graduated response to pupils' needs.

Much of the Wave 2 provision, especially in Early Years and KS1, is designed primarily to develop the English language capabilities of pupils learning English as an additional language. However, this provision is also valuable for developing the language skills of pupils whose home language is English, and such policies are included where appropriate. The provision is also useful in helping distinguish pupils who have special educational needs from those whose primary barrier to learning is lack of fluency in the language of instruction of the school - English.

SEND Support and Statutory Provision

Pupils who are not making progress in spite of differentiated class teaching and appropriate Wave 2 intervention, and so require interventions tailored very specifically to their particular needs, are said to be receiving SEND Support.

Where the school seeks substantial advice or assistance from an outside agency because the existing provisions are not resulting in progress, the pupil continues to receive SEND Support with the support of external service advice.

A small number of pupils will also have their particular needs, and the provision necessary for meeting those needs, set out in a formal Education Health Care Plan (EHCP). Only pupils with severe or complex needs are likely to have EHCPs.

Interventions for pupils receiving SEND Support, or EHCP provisions are said to be 'Wave 3' interventions. Pupils receiving such different or additional interventions are considered to have 'special education needs' (SEN).

It is hoped that, with increasing effective 'Wave 2' type interventions and inclusive classroom practice, there will be a relatively small number of pupils receiving SEND Support. In many cases, being in receipt of SEND Support will be a temporary arrangement, to address a particular need at a particular time.

The progress of all pupils is regularly observed, assessed and recorded through:

- Baseline assessment results
- Progress measured against the objectives in New Assessment Tools (2015-2016)
- National Curriculum descriptors for the end of a key stage
- Progress measured against the P Level descriptors
- Classroom observations of learning and approaches to learning.

Children who are experiencing difficulty with their learning solely because their home language is not English are not considered to have Special Educational Needs.

Where there is concern about an individual's progress, this will initially be discussed and addressed through year teams. The Inclusion Team will review the evidence available and decide what further assessment may be necessary.

When there is concern about an individual's progress, this will initially be discussed within their phase. The pupil's class teacher reviews the evidence available and decides what further assessment may be necessary. This may take the form, for instance, of:

- Structure Conversations with parents
- Structured observation of the pupil's behaviour
- Qualitative assessment of literacy (which sight words on NLS list are known, what stage of Read Write Inc phonics has been reached, in what ways do they find understanding of text difficult)
- Standardised assessment of literacy (reading tests, spelling tests)
- Structured or informal interviews with the pupil
- Transcriptions and analysis of pupil's speech
- Referral for assessment of eyesight (and other visual problems) and of hearing.

There are also opportunities for further advice and support, both from within the school and from outside agencies.

The Inclusion Team meets regularly to develop SEND/Inclusion systems and processes, to share concerns, to develop their own professional expertise in this area, and to exchange information across years and Key Stages. The meetings are convened by the Head of Inclusion. The meetings provide the opportunity to look at particular cases and at particular types of pupil need.

Where in depth assessment is required the class teacher, pupil and parent complete forms that summarise the concerns and their context.

Parent/Carers are consulted when SEND Support is taken and when an outside agency is involved. Consultation is seen not just as a matter of informing parents of provision, but as an important way of gaining the as full a picture as possible of a pupil's needs and how those needs might best be addressed.

Foundation Stage

Assessment of pupils is carried out against the Early Learning Goals. MEPs are reviewed at least termly, but are monitored informally more often than this. There is ongoing assessment and regular discussion with parents.

Individual Education Plans

Pupils who are receiving SEND Support, and those who have EHCPs, have individual education plans (MEPs) prepared. MEPs set out:

- Shorter term specific and assessable targets
- The teaching strategies and materials to be used to achieve targets
- A summary of who will help the pupil achieve the targets, and when this will take place

At Key Stage 1 and Key Stage 2 there is a formal cycle of the Pupil Progress Meetings, to fit in with parent consultation meetings and to allow the passing of information from one year to the next. MEPs may be prepared and reviewed more often than twice a year if this is felt to be in the interests of the pupil.

Pupils' views are sought when MEPs are being prepared, and when they are reviewed. The MEP cycle fits in with parent interview days, so that parents can be kept informed about what is being done to support their child, and their views sought.

Addressing pupils' needs

Interventions are likely to be in small groups, but may on occasions, be delivered individually. They may take place within the classroom, or in one of the school's group rooms where this is felt to be in the pupils' interests. The range of intervention is shown on the class provision map/attainment profile. Specific interventions may be delivered by a speech therapist, a teacher, Place2Be therapists, or a teaching assistant.

Pupils may be supported by ICT. Some children have access to Stephen Hawking School and Resources such as Laptops to take home for learning outside of school.

Action taken does not always take the form of direct intervention with a pupil. It may consist rather of the purchase of specialist material or equipment for use by the pupil, specialist training of a member of staff, or time allocated to a member of staff to prepare specific materials of programme for the pupil.

Liaison with external agencies

The Assistant Head for Inclusion initiates contact with external agencies, after consultation with the class teacher and the pupil's parents/carers. Agencies contacted and consulted by the school include:

- Speech and Language Service
- Support for Learning Service
- Educational Psychology Service
- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy
- CAMHS
- Cherry Trees
- Phoenix
- Place2Be

Liaison with external agencies occurs mostly, but not exclusively, at the SEND Support stage.

Specialists from these agencies may act in advisory capacity, provide additional specialist assessment, or be involved in teaching a pupil directly.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support SEND Support, and in general agreement with the parents/carers, the school may request the LEA to make statutory assessment in order to determine whether it is necessary to make a EHCP.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education Health Care Plans (EHCP)

A child who has a EHCP will continue to have arrangements as for SEND Support, and additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the Assistant Head for Inclusion/SENCO, to review the appropriateness of the provision and recommend to the LEA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. The review is Person Centred and focuses on achievement as well as any difficulties that need to be resolved.

At the review in Year 5, the meeting will aim to give clear recommendations about the type of secondary school provision the pupil will require.

Professional development in SEN and Inclusion

Professional development in SEN and Inclusion takes place at three levels:

- Training for all the staff in the school
- Training for a particular group of staff, such as the teaching assistants
- Training for individuals

Within the last two years there has been the following training and professional development:

<i>Training for all the staff in school</i>	Read Write Inc Autism Support - Phoenix Positive Restraint Managing Challenging Behaviour Managing Diabetes
<i>Training for a particular group of staff, such as the teaching assistants</i>	Phoenix Induction training Epi Pen Training Manual Handling Training Speech Language and Communication Needs
<i>Training for individuals</i>	Support sessions / visits for staff from specialist teachers at Cherry Trees or Phoenix Specific learning difficulties Epilepsy Training

There is also a substantial amount of informal training in the use of particular materials or techniques, by, for instance, the speech and language therapy service, the EP, SENCO and the teachers from the Support for Learning Service. All SEN 1:1 TAs and Intervention TAs meeting on a weekly basis with the SENCO for support and training.

The Speech Therapists provide on-going formal and informal training for all staff. Peer Coaching is an effective method used to transfer and develop skills.

MEP Cycle	
July	Handover of records of pupils and briefing meetings by present teacher for next teacher.
September/October	MEP written based on observation and following assessment week as part of the tracking meetings.
November/December	MEP monitored to check interventions taking place, materials, and equipment being used.
January	MEP reviewed and discussed with parents at Parents Meetings. Adapted in context of Pupil Progress Meetings with child.
June	MEP reviewed. Discussed at Parents Meetings.
July	Handover meeting. Next targets suggested.

Reference to other policies

Reference should be made to other policies which contribute to this work, including

- Accessibility
- Equal Opportunities
- Race Equality
- Parents and the Community

Our work is rooted in the commitment to develop increasingly inclusive learning environments to support all learners.