

Colham Manor



Primary School

INCLUSION POLICY

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Signed:

Date:

Colham Manor Primary School

INCLUSION POLICY



1: Introduction

At Colham Manor Primary School we value the individuality of all the children in our care. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, special educational needs, disability, gender or background.

2: Aims and objectives

2.1 Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children who may be represented within our school, including:

- girls and boys;
- ethnic and faith groups;
- children who are learning English as an additional language;
- children with special educational needs and / or disabilities;
- very able children;
- children who are at risk of disaffection or exclusion;
- disadvantaged children
- travellers;
- asylum seekers;
- looked after children

2.2 The National Curriculum is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges;
- responding to children's diverse learning needs;
- overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, such as Special Educational Needs Provision or English as an Additional Language Provision.

2.3 We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our children achieve their best?
- are there differences in the achievement of different groups of children?
- what are we doing for those children who we know are not achieving their best?
- are our actions effective?
- are we successful in promoting racial harmony and preparing pupils to live in a diverse society?

3: Teaching, learning and assessment

3.1 We aim to give all our children the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of pupils to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each child's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their children.

3.2 When the attainment of a child falls significantly below the expected level, teachers enable the child to succeed by planning work and additional support that is in line with that child's individual needs.

4: Children with disabilities

4.1 Some children in our school have disabilities. The school fully meets the requirements of the Equality Act 2010, which identifies a person with disabilities as: 'a physical or mental impairment, which has a long term and substantial affect on their ability to carry out normal day to day activities.' We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school.

All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

4.2 The school is committed to providing an environment that allows disabled children full access to all areas of learning.

4.3 Teachers modify teaching and learning expectations as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials.

4.4 Teachers ensure that the work undertaken by disabled children:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work, or when using, for example, vision aids;
- is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- allows opportunities for them to take part in educational visits and other activities linked to their studies;
- uses assessment techniques that reflect their individual needs and abilities.

5: Disapplication and modification

5.1 The school can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children, without recourse to disapplication. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the child.

5.2 In exceptional circumstances we may decide that disapplication is the correct procedure to follow. We would only do this after consultation with parents and the Local Authority (LA).

6: Summary

In our school we value each child as a unique individual. We will strive to meet the needs of all our children, and seek to ensure that we meet all statutory requirements related to matters of inclusion.

This policy should be read in conjunction with the following policies, which are included as appendices:

Appendix i: Special Educational Needs and Disabilities policy

Appendix ii: English as an Additional Language policy

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SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



This policy should be read in conjunction with the Inclusion Policy

1: Definition of Special Educational Needs & Disabilities

1.1 We define children who have Special Educational Needs / disabilities (SEN(D)) as:

- a child who has a diagnosed difficulty or condition, which requires Special Educational Provision to be provided in order for them to access education and make progress.

1.2 We identify Special Educational Needs under the following four categories:

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

1.3 Any child with a disability, as defined under the Equality Act 2010, who requires Special Educational Provision (including specialist equipment) is defined as also having SEN.

2: Overall aims

2.1 That children with Special Educational Needs and / or disabilities (SEND) are identified early.

2.2 That children with SEND have full access to a broad, balanced and appropriately differentiated curriculum.

2.3 That children with SEND receive the appropriate support and Special Educational Provision to ensure they make progress and reach their potential.

3: Key Procedures

3.1 Identification, assessment and monitoring of Special Educational Needs follows the procedures set out by The SEN Code Of Practice. At all stages, we use the process 'Assess, Plan, Do, Review' to ensure that we have a clear picture of a child's difficulties, a plan for addressing these and systems to ensure that our actions are effective.

3.2 Raising a Concern

It is the responsibility of the class teacher to raise a concern regarding a child who is suspected of having Special Educational Needs. A 'Raising The Concern' (RTC) form must be completed and sent to the inclusion team. Regular allocation meetings are held to allocate concerns to members of the inclusion team. The team member will then begin the assess stage of the 'assess, plan, do, review' cycle.

3.3 Assess, Plan, Do Review

Assess: Assessments, observations and information gathering takes place to gain more information regarding a child's difficulties. Referral to a special professional, such as the Educational Psychologist, Speech Therapist or Occupational Therapist may be needed for a specialist assessment and diagnosis.

Plan: Support is planned for the child to address their difficulties. This may be in-class support or out of class Special Educational Provision.

Do: The support and additional provision is put in place for a planned period of time.

Review: At regular intervals, the child's progress is reviewed. Support and additional provision may then be amended to ensure that the child is making the most progress.

4: SEN Support

4.1 This is the Code of Practice term for children requiring Special Educational Provision. If it is decided that a child meets the definition of SEN, they will be included on the SEN register and support put in place. Parent(s) will be notified that their child has been entered onto the school's SEN register.

4.2 The child will be issued with a Special Educational Provision Plan. This sets out the Special Educational Provision that will be provided, additional support / equipment to be provided in class and specific targets to be met. Special Educational Provision planning meetings are held each term, to review progress that has been made and to plan provision for the next term. These meetings are led by a member of the inclusion team; also invited are: parents, class teacher and other members of the inclusion team who work with the child.

4.3 It is very important that children themselves are involved in the process of reviewing their progress and thinking about their provision going forward. We support them to collect their views, appropriate to their age and ability, ahead of provision planning meetings. With parental permission, they may also attend part of the provision planning meeting.

4.4 Much of our Special Educational Provision is provided in the 'Launch Pad', the school's inclusion unit. The unit is staffed with specially trained team members who deliver specialist programmes and therapies.

5: Education, Health and Care Plans

5.1 We follow the SEN Code of Practice and Local Authority guidelines regarding SEN children who are not making satisfactory progress, despite a significant period of Special Educational Provision at the SEN Support stage.

5.2 In consultation with parents, the school may decide to refer to the Local Authority for a Statutory Assessment, in order to obtain an Education, Health and Care Plan (EHCP).

5.3 If the school decides that a child does not meet the Local Authority criteria for a Statutory Assessment application, parents are able to make their own request directly to the Local Authority.

5.4 If the application is unsuccessful, the child will continue to be supported at the SEN Support stage. Parents have the right to appeal the Local Authority's decision and will be provided with information on how to do so from the Local Authority.

5.5 If the application is successful, the Local Authority will issue an EHCP. This will set out the child's identified needs and necessary provision as well as indicate additional resources and funding available to the school. The school will consult with parents regarding the provision we are able to put in place using the additional funding we receive for the EHCP. This will not necessarily mean that the child is provided with an additional adult to support in class. They may be provided with additional equipment and additional Special Educational Provision in the Launch Pad. This will be determined by the child's needs and what will ensure they make the most progress.

5.6 In addition to the termly provision planning meeting, Annual Review meetings are held for children with an EHCP. At this meeting, we will review a child's progress towards meeting their EHCP targets. If any alterations to the plan are deemed necessary, such as request of additional funding or change in education placement, this will be decided at the meeting and referred to the Local Authority. These meetings are led by the school's inclusion leader; also invited are: parents, class teacher, other members of school staff who work with the child and any specialist professionals involved in the child's care or education.

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ENGLISH AS AN ADDITIONAL LANGUAGE POLICY



This policy should be read in conjunction with the Inclusion policy

1: Definition of a pupil learning English as an Additional Language

1.1 Pupils who were not exposed to English as their primary language from birth and therefore first learnt to communicate in a language other than English, are defined as learning English as an additional Language (EAL). This information is provided by parents on their child's entry to the school.

1.2 It is important to note that a pupil may become fluent in English but will remain classified as EAL throughout their time at Colham Manor Primary School.

2: Overall aims

2.1 That pupils learning English as an additional language are identified.

2.2 That EAL pupils have full access to a broad, balanced and appropriately differentiated curriculum.

2.3 That EAL pupils receive appropriate additional support to ensure they made progress towards fluency in speaking and listening, reading and writing English as quickly as possible.

3: Key procedures and responsibilities

3.1 The Admissions Officer is responsible for collecting on-entry information regarding a pupil's level of English acquisition, by interviewing the parent(s) and requesting information from any previous school(s).

Where appropriate, the EAL Teaching Assistant will also meet with the pupil and parent at admission to collect more detailed information regarding their level of need. If the on-entry information identifies that a pupil does not have a competent use of English for their age, an additional assessment of their English level will take place within the first few weeks of their admission.

3.2 We assess our EAL children using the NASSEA assessment framework to identify the level an EAL pupil is working at in acquiring English. Teachers assess using this framework regularly through the school year and data is collected once per term.

3.3 It is the responsibility of the class teacher to ensure that EAL pupils have access to a broad, balanced and appropriately differentiated curriculum. EAL pupils are included in all lessons and activities as is practical and given the support needed. The inclusion team supports teachers with achieving this by providing advice, modelling and resources.

3.4 There will be occasions for an EAL pupil, who is at the early stages of learning English, where they cannot access a lesson or task despite appropriate differentiation and support. In these cases, they may be provided with an alternative task. The inclusion team can support with identifying these tasks. IT programmes may be used, which support the learning of English, such as the 'Little Bridge' programme that the school subscribes to.

4: English as an Additional Language Provision

For EAL pupils who are at the earlier stages of English acquisition, the school may provide out-of class provision. This will usually take place in the Launch Pad, the school's inclusion unit, with a specially trained member of the inclusion team. The focus of this provision will be to give a pupil the key English language skills they need, so they are able to access the school curriculum.

5: Special Educational Needs and disabilities

5.1 Some EAL children will also have Special Educational Needs and / or disabilities. Where SEN is identified, children will be recorded as both EAL and SEN, but SEN will be their primary need.

5.2 If their English acquisition is at an early stage, we will continue to assess and support their English language skills as an EAL pupil. However, as their primary need is SEN, they will primarily receive SEN support and provision. For these pupils, procedures for identifying their needs and providing Special Educational Provision, can be found in the school's SEND policy.