

## Inclusion Policy

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## **Section 1:**

The Inclusion Policy has been approved by the Trustees of the Inclusive Multi Academy Trust. Please also refer to the IMAT Equality Plan, the Anti-Bullying Policy, and the Complaints Policy. In addition, please refer to each schools' local documents: the Accessibility Plan and the SEND Information Report.

### **Legislative Compliance**

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) September 2014
- Ofsted Section 5 Inspection Framework August 2016
- Ofsted SEND Review 2010 "A Statement is not enough"
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Each school in the academy has a named SENDCo. The current SENDCo for each school and the IMAT is Elisabeth Butler. The SENDCo had more than 12 months experience of doing the role previous to 1<sup>st</sup> September 2008 and therefore it is not statutory for her to take the NASENCo (National Award for SEND) Award. The SENDCo is a member of the central Trust team and attends the Senior Leadership Team meetings at each school when possible.

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## **Section 2:**

### **Principles**

### **Aims and Objectives**

The Inclusive Multi Academy Trust believes in inclusion. Trustees ensure the implementation of government and LEA inclusion recommendations. 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.

The specific objectives of the IMAT Inclusion Policy are as follows:

- to ensure that reasonable steps are taken so that all learners are able to join in with the activities of the school

- to ensure that all learners make the best possible progress and that barriers to learning are removed and their needs are met
- to ensure parents are informed of their child's additional needs and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

All children have the right to:

- develop skills which enable them to have access to the curriculum
- enjoy their learning
- experience success and thus enhance their academic self-image
- be valued as individuals so that with care and concern they develop enhanced self-esteem
- participate and make a positive contribution to all school activities
- be safe within the school community
- develop and maintain physical and mental health.

The schools in the Trust 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 within our school:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- children with disabilities
- children with medical needs
- children with social, emotional and mental health needs
- gifted and talented children
- children who are at risk of disaffection or exclusion
- travellers
- asylum seekers
- children looked after.
- Young carers

Each school in the Trust values the individuality of all its children. We are committed to inclusion and to giving each pupil every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. The development of the child as a whole person is important to us. We work in partnership with parents and carers in supporting their children's education. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. We offer a broad, balanced and differentiated curriculum through which we aim for all children to achieve their full potential.

### **Section 3:**

#### **Identification, Assessment and Provision**

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. (6.15: SEND Code of Practice January 2015)

What is not SEND but may impact on progress and attainment may include: • Disability • Attendance and punctuality • Health and welfare • Children/young people in receipt of Pupil Premium Grant or Pupil Premium Plus. • LAC • Being a child/young person of servicemen/women • EAL .

## Special Educational Needs

(Please also refer each schools individual Information Reports)

### Principles underpinning the Code of Practice 2014 (Last update May 2015)

At the centre of the Code of Practice are the views, wishes and feelings of the child or young person, and the child's parents. There is an emphasis on:

- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions;
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

These principles are designed to support:

- the participation of children, their parents and young people in decision- making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEND
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment.

The 2014 SEND code of practice identifies four broad areas of special educational need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what **action** the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time. The schools in the Inclusive Multi-Academy Trust recognise that it is important that a child's special educational needs are identified as early as possible. When identifying a special educational need, not only attainment needs to be assessed but a child's social and emotional skills. In addition, consideration should be made as to whether a child may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them. If a child is making less than expected progress, despite having support and interventions matched to the child's area of need, the school, with the support of parents or carers, may make a referral for external specialist support. If a child is identified as having a special educational need then the teacher and the SENDCO will agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. Please refer to the schools individual Information Reports which give more details.

We aim to provide high quality education on a daily basis for all children which includes adapting and differentiating the curriculum accordingly. If a child is identified as having a special educational need then we will:

- Ensure on-going observations/assessments
- talk to parents and the child to set clear outcomes and complete the Support Plan
- Complete a One Page Profile together with the child and the parents
- Differentiate and adjust to ensure access to an appropriate curriculum.
- Implement strategies to enable the pupil to learn and access the curriculum, with support from external agencies if required
- Identify appropriate interventions
- Meet with parents at least three times a year to review the Support Plan and set new outcomes

#### **Section 4:**

##### **A Graduated Approach: Assess-Plan-Do-Review**

The graduated approach is at the heart of whole-school practice as our schools are continually assessing, planning, implementing and reviewing our approach to teaching all children. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored and where a special educational need is identified, the graduated approach becomes more personalised as it responds over time to a growing understanding of the child and to gaps/barriers in learning.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **Section 5:**

##### **Monitoring Pupils with SEND**

Pupils who require provision which is different from or additional to that normally available to pupils of the same age will have a One Page Profile with the needs and views of the child prioritised. A SEND Support Plan will detail the proposed outcomes agreed with the child or young person, the parents or carers and the teachers and detail the provision in place to support the achievement of these outcomes. This will be reviewed often as the outcomes are achieved.

The majority of children and young people with SEND or disabilities will have their needs met within local mainstream early years settings, schools or colleges (as set out in the information on identification and support in Chapters 5, 6 and 7 of the Code of Practice). Some children and young people may require an Education Health and Care (EHC) needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

##### **Transition**

SEND support will include planning and preparation for the transitions between phases of education and preparation for adult life (see Chapter 8 of the Code of Practice 2014)

Preparing for adulthood from the earliest years). This includes within school transitions. For further information please refer to the schools individual SEND Information Reports.

## **Section 6:**

### **Criteria for exiting the SEND Support**

Where specific planned provision has been successful and accelerated progress has been made so that the pupil is working within national expectations, then they should be removed from SEND Support. The pupil will continue to be monitored by the school's usual monitoring cycle. If a child has been receiving external agency support, such as a Speech and Language Therapist, they may exit SEND Support when they are discharged from the service by the professional working with the child in agreement with the parents, class teacher and SENDCo.

## **Section 7:**

### **Supporting Pupils and Families**

Please refer to [Hertfordshire's Local Offer](#). Each school's Information Report can be found on their websites.

Please refer to the SEND Information Report for details as to how each of the IMAT schools supports their pupils and families. This details external agency support, transitions and how to support your child with their learning.

Each of the schools have a Pastoral Support Lead who meets regularly with the SENDCo to discuss and co-ordinate provision for children who have other needs that may need monitoring or support. The Pastoral Support Leads offer a range of therapeutic practices and mentoring schemes.

### **Medical conditions**

The school will make arrangements to support pupils with medical conditions. Individual care plans and/or Education, Health and Care Plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision will be planned and delivered in a co-ordinated way with the care plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'. Please refer to the Trust Administering Medicines in Schools policy.

### **Children with Disabilities**

The Inclusive Multi Academy Trust is committed to providing an environment that allows children with disabilities full access to all areas of learning. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. (See IMAT Equality Plan). If a child has a disability which does not impact on learning, they will not have a Support Plan. Reasonable adjustments will be made to ensure full access to the curriculum and school events in consultation with parents/carers.

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. In their planning, teachers ensure that they give children with disabilities the opportunity to develop skills in practical aspects of the curriculum.

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, visual 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
- includes approaches that allow hearing-impaired children to learn about sound in science and music, and visually-impaired children both to learn about light in science, and also to use visual resources and images both in art and design and in design and technology
- uses assessment techniques that reflect their individual needs and abilities.

### **English as an Additional Language**

Children who are learning English as an additional language have linguistic skills similar to those of monolingual English-speaking children. Their ability to participate in the full curriculum may well be in advance of their current ability to communicate in English.

To support the high number of children whom are new to English when they start school, each school in the Trust offers a language rich environment. Visuals are used consistently throughout the schools to support understanding and spoken language. In the Foundation Stage Units, activities are supported by visuals and aids are placed strategically around the environment to develop communicative skills. Key questions are often demonstrated using programmes which offer visuals for individual words. All boxes and resources are visually labelled to allow the children to develop connections between both spoken and written English.

We develop their spoken and written English by:

- Targeted support through small group intervention, in class support, and story groups
- ensuring that vocabulary work covers the technical as well as the everyday meanings
- covering not just key words, but also metaphors and idioms
- explaining how spoken and written English have different usages for different purposes
- providing the children with a range of reading materials, to exemplify the different ways in which English is used
- giving them appropriate opportunities for talking, and using talking to support writing
- encouraging them to relate one language to another
- labelling the classroom clearly, including dual language
- dual language titles on displays in shared areas
- using visual cues.

We ensure their access to the curriculum and to assessment by:

- using texts and materials that suit their ages and learning stages
- providing support through ICT, video and audio materials, dictionaries and translators, readers and amanuenses
- using the home or first language if appropriate.



## Higher Attainers and More Able

The purpose of the Inclusion Policy is to ensure that we recognise and support the needs of all children in the school including those children who have been identified as more able.

This also includes those who may be underachieving or whose skills and knowledge may extend beyond the schools' measures of progress and curriculum. Exceptionally able pupils are those who have the capacity to achieve or perform at the very highest levels.

In each of the Trust schools, practice is developed based on the following strategies:

- Rich questioning
- Higher order and abstract thinking (e.g. handling ambiguity and paradox)
- Problem solving and enquiry
- Development of advanced language skills, to include accuracy, precision and fluency
- Independent work and self-study
- Development of metacognition including P4C
- Transfer of knowledge across disciplines
- Provision of leadership opportunities
- Curriculum enrichment
- Different subject areas will deploy different and additional approaches according to age and stage.

Most able pupils are often at risk of underachievement because of their different pace of learning, particular learning style, barriers to learning or social isolation.

The goal of the schools in the Trust is to develop a *Growth Mindset* within pupils. This approach is designed to remove such barriers to learning as the students will begin to understand, accept and believe they can grow their ability rather than being told they 'can' by parents and teachers. Pupils with a growth mindset are those who understand that abilities and talents are improved through effort, and that they are more successful and willing to work hard at things they find difficult. The growth mindset approach is for all pupils.

Research suggests that the best methods to allow young people to believe in their ability to grow are as follows:

- Being open and frank about growth i.e. making everyone aware of what they can achieve by adopting the mindset.
- Using feedback and praise designed to promote and highlight their ability to grow through effort, planning and commitment.
- Showing pupils that you can achieve more through training and effort. Giving clear and inspirational examples of others who have used their Growth Mindset to great effect.
- The opportunity for pupils to think about strategies to use to overcome set-backs and problems so that they can succeed.

## **Section 8**

### **Monitoring and Evaluation of SEND**

Pupil progress meetings are held on a termly bases and the progress and attainment of all pupils is monitored. During Pupil Progress Meetings we consider the following: Do all our children achieve their best? Are there differences in the achievement of different groups of children? What are their barriers to

learning? What are we doing for those children who we know are not achieving their best? Are our actions effective?

The schools in the Trust follow a provision management approach, involving the mapping of provision, monitoring, review and evaluation of interventions used to support pupils. This then feeds into the deployment of staff and resources to ensure our children achieve. The information gained from provision management is used to identify how effective provision and interventions are in enabling pupils to achieve academic and wider outcomes.

In order to make consistent continuous progress in relation to provision for all learners, the schools encourage feedback from staff, parents and pupils throughout the year. This is achieved through different means. Some examples are Pupil Voice, pupil surveys, Parents' Meetings and Questionnaires.

## **Section 9:**

### **Roles and responsibilities**

Provision for children with special educational needs is a whole school matter and all staff are responsible for helping to meet an individual's needs and for following the school's procedures for identifying, assessing and making provision to meet those needs. Within these procedures specific roles are identified in order to support and monitor staff, pupils and provision.

### **SENDCo's Role**

The SENDCO is responsible for co-ordinating the provision of special educational needs throughout the school. This involves:

- overseeing day to day operation of the SEND policy;
- managing class and individual SEND records;
- regularly updating the Inclusion Register;
- coordinating provision for children with SEND alongside the class teacher;
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- liaising with designated teacher where a Looked after Child has SEND;
- advising on graduated approach to SEND Support;
- advising on use of delegated budget/ other resources;
- liaising with parents of children with SEND;
- links with other education settings and outside agencies;
- liaising with potential next providers of education;
- ensuring that SEND records are up to date;
- take a strategic role in developing, monitoring and reviewing the SEND Policy and the Information Report (School Offer)
- overseeing the identification of children needing intervention through SEND Provision, Provision Plan or EHC plan;
- liaising with the governor responsible for SEND;

### **Class Teachers' Role**

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants and/or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND.

Teachers should have high aspirations for every pupil. With advice and support from the SENDCO, clear targets should be set and reviewed regularly. Teachers should seek practical advice, teaching strategies, and information about the types of special educational need from the SENDCO.

Teachers must involve parents and pupils in planning and reviewing the progress of SEND children. The views and aspirations of parents and children should be sought and regular updates on progress provided.

All staff can access:

- the IMAT Inclusion Policy, the schools' individual SEND Information Reports, the IMAT Equality Plan and the Accessibility Plan as well as Hertfordshire's Local Offer.
- Teachers' Guidance on identification of SEND and the Code of Practice 2014;
- practical advice, teaching strategies, and information about types of special educational needs and disabilities.

### **Headteacher's Role**

It is the Headteacher's responsibility to;

- ensure that the SENDCO is able to influence strategic decisions about SEND;
- put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year);
- ensure a process is in place for involving parents and children in reviewing provision and planning for pupils identified with SEND.

### **Children's Role**

Pupil participation is the goal for all children and they will become progressively more involved in setting and evaluating targets within the SEND process. Children's views will be sought and recorded as part of the review meeting.

### **Parents' and Carers' Role**

All parents and carers of children with special educational needs are treated as partners. Parents will be consulted about strategies, provisions and interventions implemented by the schools. SEND Support Plans will be shared with parents at least three times a year and their views on progress will be recorded at review meetings.

### **The Local Governing Committee's Role**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014. The Local Governing Committee will, in cooperation with the Head teacher and the Multi Academy Trust, determine the school's general policy and approach to provision for children with SEND and establish the appropriate staffing and funding arrangements. There is a named governor for SEND in each school who meets with the SENDCO at least termly to discuss actions taken by the school. The Inclusive Multi Academy Trust should ensure that there is an annual formal evaluation of the effectiveness of our school SEND provision and policy. The evaluation will be carried out by the Headteacher, SENDCO and SEND governor and information will be gathered from teachers, teaching assistants, parents, and pupils. This will be collated and published by the governing committee on an annual basis in accordance with section 69 of the Children and Families Act 2014.

## **Section 10:**

### **Storing and Managing Information**

The following records are kept:

- Provision Maps and Venn Diagrams
- Case Studies
- SEND Support Plans – These are written and shared with parents and children and they explain what the targets are and how the targets are to be achieved.
- One Page Profiles.
- Education and Health Care Plans/Statements – This paperwork is issued after a request for statutory assessment has been successful. These plans must be reviewed annually with the child and parent/carer at the heart of the meeting. Everything that is discussed at the review meetings is summarised and sent to parents. If the review recommends any changes to the plan, Hertfordshire County Council SEND Department will issue school and parents with the documents.
- External Agency Reports/Notes – these are used to support recommendations for support and may contain recommendations for targets to be used in updating SEND Support Plans.

All records containing Sensitive records relating to the special educational needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter. All relevant documents are kept until the pupil leaves the school, eg at transition to secondary school or to a new primary school. The information is then passed onto the next schools or given to the parents.

## **Section 11:**

### **Bullying**

The Inclusive Multi Academy Trust will not tolerate harassment or bullying of children with SEND or disabilities. We believe that all children have a fundamental right to non-discriminative education, free from bias and disadvantage. The schools make every effort to eliminate all forms of discrimination and inequality.

Please refer to the Anti-Bullying Policy and IMAT Equality Plan for further information.

## **Section 12:**

### **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENDCO, who will be able to advise on formal procedures for complaint. Please refer to the Complaints Policy for further information.

### **Next Review**

This policy will be reviewed on an annual basis.