



Inclusion Policy

October 2019

Hurst Park Primary School

Respect, Resilience, Positivity

Foreword

This policy is organised into the following sections:

1. Introduction.
2. Aims and objectives.
3. Identification and assessment.
4. Provisions including facilities, resources and monitoring.
5. Responsibilities.
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Appendices

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(Incorporating our Special Educational Needs Policy)

Policy Prepared by the Inclusion Leader Sept 2019

With reference to the Special Educational Needs and Disability Code of Practice: 0-25 years, Jan 2015, Children and Families Act 2014 and Special Educational Needs and Disabilities Regulations 2014. To be reviewed September 2020

Introduction

Inclusion refers to children identified as having Additional Learning Needs (ALN). This may be children with; Special Educational Needs and/ or Disabilities, 'disadvantaged' children, children with English as an Additional Language, being Gifted &/or Talented, or 'vulnerable children' such as Looked After Children, children with mental health needs, young carers, low attainers, LGBTI children, those with medical conditions, travellers or those from ethnic minorities or children of different religion and beliefs.

Where necessary definitions of each of these areas can be found in Appendix B at the end of this document.

Our inclusive approach at Hurst Park ensures that through regular assessment, close relationships with parents and carers and constructive communication with other agencies, including Health and Social Care, reasonable adjustments can be made to ensure our pupils can access the curriculum.

Aims and objectives.

The Children and Families Act 2014 makes clear that local authorities must have regard to: **'the views, wishes and feelings of the child and his or her parent, or the young person;'** when planning educational provision. There is also a greater emphasis on ensuring: **'collaboration between education, health and social care services to provide support'**.

The aim of this policy is to establish a framework for staff, governors, parents and carers to ensure that all pupils at Hurst Park Primary School have equal access to a broad, balanced and engaging curriculum, which meets their individual needs.

As a staff we believe that children learn best when they are valued as members of a school community in a structured environment which is stimulating, well organised and resourced and offers opportunities for creative development.

We seek to promote the child's self-esteem and confidence.

We also aim to extend the abilities of children who demonstrate particular strengths and aptitudes in order that their progression is maintained and appropriately challenged.

Please refer to Appendix B for Hurst Park School's definition of those covered by this policy.

Identification and Assessment.

a) Special Educational Needs (SEN)

Hurst Park uses the following measures to help identify children with special educational needs;

- On-going, regular class teacher observation and assessment.
- Discussions between the class teacher and Inclusion Leader.
- Queries and concerns raised by parents.
- 'Person Centred Planning'.
- Analysis of internal, termly progress and attainment data.
- Termly intervention plan impact analysis.

- Particular assessment criteria used for those children older than EYFS but not yet working at National Curriculum Assessment stage.
- Reports and assessments from outside professionals; Pre-school notifications, health, social care or those carried out by external agencies/ specialists on request.
- Transition Information from previous settings either in the form of reports or meetings.
- Reception – Early Learning Goal assessments are carried out and record progress made by individual pupils.
- Optional SATs papers.
- Various published assessments targeted at area of concern or as part of formal class-wide assessment.
- Government Year 1 Phonics screener.

Key to the above is the understanding by all stakeholders that identification and assessment of

SEN is a continuing process, regularly reviewed and monitored.

The school keeps a register of pupils with SEN. The Inclusion Leader is responsible for maintaining the register and ensuring that the information is up to date and accurate. The information on the register is confidential to staff involved with the pupils and their parents.

Records of children's SEN are administered through the School's Information Management System (SIMS) which is registered with the Data Protection Agency. Under the terms of the Data Protection Act, parents have the right to have a copy of all information stored electronically.

For further information on SEN provision at Hurst Park School please refer to our 'Frequently Asked Questions, SEND 14' document. A copy of this document can be found on our website's Inclusion page, or requested from the school office.

b) Children with disabilities or significant medical need

For all "reasonable adjustments" to be made to ensure that a disabled pupil or a pupil who becomes

disabled or who has significant medical need are not placed at a "substantial disadvantage" for a reason relating to their disability or medical need.

Inclusion Leader and Medical Needs Assistant to co-ordinate necessary adjustments around the school to facilitate inclusion as far as possible.

c) EAL – identification and assessment of ability

Inclusion Leader to co-ordinate with the Local Authority's (LA's) REMA service on a needs basis in order to assess ability and support children for who English is an Additional Language.

d) Pupils with English as an additional language and SEN

Extra care should be taken over the identification of the special educational needs of pupils whose first language is other than English.

A child whose first language is not English should not be registered as having SEN unless there is clear evidence that the child is also experiencing a learning difficulty. However, SEN in a child whose first language is not English should not be overlooked.

The class teacher will discuss their concerns about children whom they consider to have SEN in addition to having a first language other than English with the REMA teacher and the Inclusion Leader.

e) Children considered to be Gifted and/or Talented

A 'gifted' child would be one whose ability in one or more academic areas is above that of a 'more able' child. A 'talented' child would be one whose ability in one or more practical or creative areas is above that of a 'more able' child.

As with children who have SEN these children would require more provision than that provided by an already differentiated curriculum in order to reach their potential in their gifted or talented area.

Schools are not required to have a register of gifted and talented children. A register would function in the same way as the SEN register in the respect that children's progress would be monitored regularly and they would be placed on and possibly removed from the register as their gift or talent develops.

Gifted and Talented children could be identified by;

- 1) Teacher nomination

- 2) Checklists of characteristics of more able learners
- 3) Testing – to assess achievement, potential and curriculum ability
- 4) Assessment of children's work
- 5) Peer nominations
- 6) Parental information
- 7) Discussions with children
- 8) Referrals from community resources (such as sports coaches and local clubs)

The curriculum at Hurst Park provides many opportunities for extension activities for the more able child.

f) Vulnerable and Disadvantaged Children

For all "reasonable adjustments" to be made to ensure that a 'vulnerable' or 'disadvantaged' pupil is not placed at a "substantial disadvantage" for a

reason relating to their vulnerable or disadvantaged status.

Provisions including facilities, resources and monitoring.

Special facilities, resources or accommodation

Hurst Park Primary School has rooms suitable for group or individual work for each key stage within the school. Each room is equipped with additional materials to support the pupils who use it.

The availability of these rooms is timetabled.

There is wheelchair access around the school and a fully accessible toilet and washing facilities are also available.

Allocation of Resources

Resources are allocated to pupils on the basis of individual needs which have been properly identified according to the school's assessment procedures. Funds are made available to support pupils from the school Notional SEN budget.

These funds pay for;

- increased learning resources
- increased SNA/TA support
- specialist support through Surrey's Multi-Professional Team
- increased teaching support

Should provision for a child exceed the total of 'Element 1' and 'Element 2' of Surrey's 'Banding Arrangements for School Age Pupils (April 2014)', currently a total of £10,000, then school will apply for top up funding to meet the assessed needs of that child. These needs will be set out in their 'Education, Health and Care Plan' (EHCP).

Responsibilities.

The Governing Body

- will do its best to ensure that the necessary provision is made for pupils with Additional Learning Needs (ALN);

- will approve and support the school's policy for the Inclusion of those children with ALN;
- will ensure that there is adequate staffing and that funding arrangements are clear and sufficient;
- has a monitoring role and will appoint a named governor for Inclusion. The named governor will keep the governing body informed on Inclusion issues.
- will report to parents at least once a year on the school's effectiveness in meeting pupils' ALN. The report will include admission arrangements for disabled pupils.

The Head Teacher

- will work closely with the Inclusion Leader on Inclusion matters;
- will keep the governing body informed about ALN provision at Hurst Park Primary School;

- will ensure, with the Inclusion Leader that clear procedures are in place for the identification, assessment and support of pupils with ALN.

The Inclusion Leader

The Inclusion Leader is a member of the teaching staff who has the responsibility for co-ordinating ALN provision (including the role of Special Educational Needs Co-ordinator) within the school.

The Inclusion Leader is responsible for:

- the day to day operation of the Inclusion policy;
- the administration of the school's SEN Register and overseeing the records of pupils with ALN;
- managing provision for pupils on the SEN Register;
- ensuring that Intervention Plans are written and implemented for pupils with SEN and if necessary those with ALN;
- the collation and submission of requests for Education, Health and Care Plans (EHCPs);

- organising reviews of EHCPs and monitoring the review process for Intervention Plans;
- working with parents/ guardians of children with ALN in accordance with the School and LEA policy and within the framework of the Code of Practice.
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies;
- organising and arranging appropriate INSET for teaching and support staff in collaboration with the Head Teacher;
- ensuring, in collaboration with the Head Teacher, that staff have regard for the Inclusion Policy in their practice in school;
- liaising with the governing body via the designated governor(s) for Inclusion.

Teaching Staff

are responsible for ensuring that the needs of all children in their class are met. They will:

- be responsible for helping to identify, assess and support the pupils in their class with ALN;
- inform and involve parents at all stages when a pupil is identified as having ALN;
- work towards an inclusive approach to education for pupils with ALN;
- have regard for the Inclusion Policy and the Code of Practice for SEN in their day to day practice in school;
- provide access to a broad and balanced curriculum including the National Curriculum (or the Foundation Stage Curriculum) through differentiation according to individual needs, effective management of support, writing an Intervention Plan (with Inclusion Leader support) if required;
- familiarise themselves with children's records and information regarding their ALN;

- support individuals in reaching Intervention Plan targets;
- when it is considered appropriate, involve pupils in talking about their needs and involve them in their individual targets as much as possible;
- keep the Inclusion Leader informed of any changes relating to pupils with ALN;
- inform the Inclusion Leader of their concerns and the concerns expressed by parents.

Learning Support Assistants

Learning Support Assistants are responsible for supporting individuals or groups of children in accessing the curriculum. They will:

- work closely with class teachers to plan for the needs of pupils with ALN;
- contribute as appropriate to Intervention Plan targets and strategies for individuals and groups of pupils;

- be familiar with targets and strategies planned to meet pupil's needs.

Pupils

- will where possible be involved in the setting and review of progress towards targets, monitoring and evaluating their own performance;
- will take as much responsibility as possible for own learning;
- will be encouraged to take responsibility as a member of the school community for learning with other pupils and for contributing to assessment of their own progress.

Parents

- will be empowered by the school to play a full part in their child's education;
- will have knowledge of their child's entitlement within the SEN framework;
- will be closely involved in reviews of their child's progress towards Intervention Plan targets and in annual reviews of EHCPs;

- will meet their legal responsibility to ensure that their child attends school regularly.

The school places great value on parental involvement. We aim to consult and involve the parents of pupils with ALN at all times.

All records or correspondence concerning an individual pupil's educational needs are open to the parents, and no decisions are taken with regard to children's individual needs without the parents' agreement being sought.

A close working relationship is ensured with parents through:

- recording and acting on parental concern through the Intervention Plan process, parent's consultations, and individual appointments;
- including parents comments in assessment and review processes - parents views will be sought as part of the Intervention Plan process and at all points in the graduated approach to meeting pupils' SEN;

- ensuring that parents are informed about school and are made to feel welcome when they come in to school;
- ensuring that children are added to the SEN register or Intervention Plans created in cooperation with parents;
- providing copies of relevant reports for parents prior to annual review of an EHCP and including the written evidence and submissions from parents as part of the review process.

Parents may use the Surrey SEND Information, Advice and Support Service (SSIASS) which provides impartial and independent support and advice to parents whose children have SEN. They will provide accurate and neutral information on the full range of options available to parents and will help parents make informed decisions about their children's education. Their website is; www.sendadvice.surrey.org.uk

Outside Agencies

The school uses a multi-agency approach to ALN. The school draws on the services provided by the local authority, health service and other specialist

services. Current involvement with external agencies includes:

- Child & Adolescent Mental Health Service (CAMHS)
- Learning and Language Support
- Educational Psychology Service
- Behaviour and Pupil Support
- Physical and Sensory Support
- Speech and Language Therapists
- Home School Link Workers
- Education Welfare Service
- Children's Services/ Early Help
- Health visitors (Early Years)
- Portage (Early Years)
- Specialist School Outreach Services

Parental permission must be gained before a child can be assessed by an outside agency.

The staff and governors at Hurst Park Primary School fully support the Inclusion of children with ALN.

Inclusion at Hurst Park is based on the principle that pupils with ALN who are able to access the curriculum (in some instances with the help of support provided through an EHCP) should not be excluded from that curriculum. Any advice given on the suitability of a placement will take account of the school's ability to provide the child with appropriate access to the curriculum, based on the child's age, ability, aptitudes and SEN as set out in the Code of Practice.

Hurst Park School's admission policy provides further information on this.

We recognise that pupils with ALN are likely to face a range of challenges and that achievement of full educational potential is unlikely without a partnership approach to meeting a child's needs.

Provision for pupils with Additional Learning Needs (ALN) is a matter for the school as a whole.

Details of individuals with responsibility for ALN at Hurst Park are also set out in the appendix.

Staff training and provision evaluation.

Hurst Park Primary is committed to professional development for all staff in issues related to ALN. The Head Teacher and Inclusion Leader share the responsibility for the planning and organisation of INSET in relation to ALN.

- The Inclusion Leader/ Head Teacher will brief the staff on ALN related issues and update colleagues and governors on current changes when appropriate.
- Training can be organised via external sources of support including; Surrey LA's Specialist Teaching and Educational Psychology Service (STEPS), the INSET programme provided by the LA, training offered by the Speech & Language service, Occupational Therapists or other relevant organisations.
- Any training is planned as and when appropriate for particular staff by the Inclusion Leader in cooperation with the Head Teacher

and directly reflects the needs of those identified as having ALN with due consideration being given to the abilities and skills of the staff member/s involved most closely with that child/ children.

- Joint arrangements with other schools are made from time to time to provide training for staff.
- Use is made of Special School outreach services to support individual pupils.
- Intervention Plan targets and the school Provision Map are reviewed termly by the Inclusion Leader. Children's progress is discussed with teaching staff, parents and the child, where appropriate, using the tools available (listed on page 4 of this document). Adjustments are then made to suit the individual and to ensure their needs are being met.

Transition arrangements.

Hurst Park Primary School supports pupils with ALN on transition to secondary school by ensuring that relevant information and records are transferred promptly

In school transition meetings will be held at the end of each academic year to pass on information about pupils to their next class teacher. Extra care will be taken at the transition from Early Years to Key Stage One and from Key Stage One to Two.

Teachers from secondary schools to which pupils from Hurst Park Primary School are transferring will be invited to visit the school to collect information about pupils with ALN. A summary of a pupil's ALN will be given to the Inclusion Leader of the receiving secondary school along with a copy of the most recent Intervention Plan information, if appropriate.

Complaints procedure.

The school values good communication and relationships with parents. Parents of pupils with ALN can make a complaint in the first instance to the Head Teacher. In the event of the parents remaining unsatisfied, the complaint should be directed to the Chair of the Governing Body. If the matter still remains unresolved, the complaint should be directed to the Surrey County Council Education Department.

If parents cannot agree with the LA, they can ask for the involvement of the independent disagreement resolution service. Someone totally independent of the school or the LA will arrange a meeting where everyone concerned can air their concerns and consider how to sort out the disagreement.

Parents may also use the SEN Tribunal to appeal against LA decisions on statutory assessments or EHCPs.

Policy review arrangements.

This School Policy will be kept under regular review. The governors will gauge its success by:

- the children's awareness of their targets and achievements and their progress towards reaching Intervention Plan outcomes;
- staff awareness of individual pupil need;
- success of early intervention;
- academic progress;
- improved pupil behaviour and self-esteem;
- the movement of children on the SEN register;
- positive involvement of parents

Appendices

Appendix A

Roles for the Academic Year 2019-2020

The **Head Teacher** is Kim Divey

The **Inclusion Leader** is Judith Jenkins

The **Inclusion Governor** is Lisa Sampson

The **Inclusion Assistants** are Jackie Moss; Emotional Literacy Support Assistant (ELSA) and Clare Neville; Speech, Language & Communication Needs (SLCN).

The **Medical Needs Assistant** is Christina Chamberlain

The **School Nurse** is Liz Phillips

The **Educational Psychologist** is Jackie Burford

The **Speech and Language Therapist** is Aimee Farndon.

The **Occupational Therapist** is TBC.

The **Behaviour Support Teacher** is Emily Gaunt.

The **Learning and Language Support Teacher** is Donna Dawson.

The **Home School Link Worker** is Teresa Doe.

Appendix B

Definition of needs covered by this policy;

Definition of Special Educational Needs

(Taken from the SEND Code of Practice. Jan 2015)

xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

xv. For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.

xvi. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph xiv. above when they reach

compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

xvii. Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Definition of Disability

(Taken from the SEND Code of Practice. June 2014)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Definition of English as an Additional Language

Children for whom English is an Additional Language may be newly arrived in the country or those whose home language is not English.

Definition of Gifted & Talented

(With reference to Surrey County Council booklet; 'Policy for Exceptionally Able Pupils in Surrey'. October 1995)

Children have gifted and talented needs if they show exceptional ability in one or both of the following areas; intellectual and curricular or personal and social.

These children are likely to be outstanding in some or all of the following areas;

- Specific talents
- Range of knowledge
- Intellectual curiosity
- Ability to learn with ease
- Problem-solving skills
- Creativity

Definition of Vulnerable Children

- Looked After Children
- Travellers
- Ethnic and Language Minority Needs

(With reference to Surrey County Council website, October 2011)

Children have ethnic and language minority needs if their progress and attainment through school may be affected by being part of an ethnic minority. This includes those who speak a minority language (pupils with English as an Additional Language or EAL).

Children may also be considered vulnerable if they;

- Have mental health difficulties
- Are of different religions or beliefs
- Are young carers
- Are low attainers
- Are LGBTI children

Definition of disadvantaged children

Those children for whom the pupil premium or early years pupil premium provides support.

Definition of LGBTI children

Lesbian, Gay, Bisexual, Transgender/Transsexual and Intersexed children.

Appendix C – Glossary of terms

DSL:	Designated Safeguarding Lead
EAL:	English as an Additional Language
LLS:	Learning & Language Support
SEND:	Special Educational Need and Disability
LAC:	Looked After Child
AEN:	Additional Educational Need
ALN:	Additional Learning Need
SENCo:	Special Educational Needs Co-ordinator
EP:	Educational Psychologist
BS:	Behaviour Support
STEPS:	Specialist Teaching and Educational Psychology Service.
PSSS:	Physical and Sensory Support Service
SALT:	Speech and Language Therapy/ Therapist
TA:	Teaching Assistant
COP:	Code of Practice
SEMH:	Social, Emotional & Mental Health

LSA:	Learning Support Assistant
MLD:	Moderate Learning Difficulty
SpLD:	Specific Learning Difficulty
SLCN:	Speech Language and Communication Needs
SENDA:	Special Educational Needs & Disability Act
SLD:	Severe Learning Difficulty
REMA:	Romany and Ethnic Minority Achievement Service

*The values of
Hurst Park Primary School aim to ensure
respect, resilience and positivity.*

Appendix D – Intervention Plan Format

Pupil Progress – Intervention Plan

Class:

Teacher:

Date:

Pupil Premium:					
Outside Recommendations (see separate target sheets):					
Target Pupils	Objective	Action	Resources	Timescale	Monitoring and Evaluation
<i>(Who are the target children?)</i>	<i>(What do you want the children to achieve?) <u>PLEASE INCLUDE A MEASURABLE STARTING BASELINE with date</u></i>	<i>(What actions need to be taken to meet the objective?)</i>	<i>(Who will deliver the intervention? How and when will it be delivered?)</i>	<i>(When will this be completed by?)</i>	<i>(How will you find out whether the action is having a positive impact on learning? <u>NB Baseline</u> <u>PLEASE INCLUDE A REVIEWED BASELINE with date</u> Please add your own review notes as well as reviewing termly as follows; 1 = successful-finish 2 = progress made-continue/ alter 3 = no progress-review/ refer?</i>

Appendix E – Example One Page Profile



What is important to me.

**What people like about me and what I like
about myself.**

How best to support me.