



Nelson Primary School

Developing skills for life

Inclusion Policy

Written July 2009

Revised January 2010

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Revised February 2012

Revised July 2013

Revised October 2014

Rationale

Nelson Primary School values the rich diversity of the local neighbourhood. We have an ethos of equal opportunities and inclusion which is embraced through our staffing policies and relationships with parents, carers and the community. We believe all children should be equally valued and have a common entitlement to an accessible, broad and balanced curriculum in which they are fully included in all aspects of school life. We strive to eliminate prejudice and discrimination and to develop an environment where children have the opportunity to flourish and feel safe. See **Equality Duty**.

Nelson Primary School is committed to inclusion. An element of the school's strategic planning for improvement is to develop policies and practices which are culturally and educationally inclusive. We aim to engender a sense of community and belonging by responding to learners in ways which take account of their varied life experiences, as well as group and individual needs. See **Equality Duty**.

We believe that inclusion in education is achieved through equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment or background. We monitor the provision for and achievement of the following groups:

- Girls
- Boys
- Minority groups; including travellers, asylum seekers and refugees
- Pupils with English as an Additional Language (EAL)
- Pupils with Special Educational Needs (SEN)
- Pupils who are disabled
- Pupils who are able, gifted and talented
- Pupils who are looked after by the local authority
- Vulnerable pupils such as those who are sick, young carers or in families under stress
- Pupils who are at risk of disaffection and exclusion
- Pupils who are or have been entitled to free school meals
- Pupils who join the school mid-phase

At Nelson Primary School we endeavour to meet the needs of children who experience barriers to their learning. Whilst recognising that pupils learn at different rates, we acknowledge that there are many factors affecting achievement. These may include stage of English acquisition, sensory or physical impairment, learning difficulties, emotional or social development and environmental factors, either at home or in school. It is widely recognised that at some time in their school career many pupils may experience difficulties which impact on their learning, either temporarily or for a longer period. We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential. The organisation of each class should be flexible and take account of individual needs and learning styles. Children are taught in a range of settings; individually, in pairs, in small or larger groups. Teachers new to the school receive an

induction programme to ensure they understand the school's policies and system with regard to inclusion.

Objectives

- To ensure the Equality Act (2010), Children and Families Act (2014) and SEND Code of Practice: 0 – 25 years (2014) are implemented effectively across the school.
- To ensure equality of opportunity for all our pupils.
- To prevent prejudice and discrimination.
- To consistently monitor the progress of all pupils by identifying needs as they arise and providing early and appropriate support or intervention.
- To provide full access to the curriculum for all pupils through differentiated learning opportunities and a range of resources. On rare occasions pupils may be disapplied if it is in their best interests.
- To provide specific input, matched to individual and group needs.
- To ensure that pupils with SEN and/or disabilities are perceived positively by all members of the school community and that inclusive provision is valued through partnership with parents/carers, school staff and outside agencies.
- To equip children with sound academic skills, whilst providing them with the social independence needed to meet the demands of secondary school and adult life.
- To involve parents/carers in planning to meet the additional needs of their children.
- Where appropriate, to involve the children themselves in the planning and decision-making that affects them.

The Inclusion Managers are **Ms. Deena Osborne and Mrs. Ann Thorne**.

Special Educational Needs

Arrangements for coordinating SEN provision

- The Inclusion Managers and Year Group Leaders, monitor the quality and effectiveness of provision for pupils with SEN through pupil progress meetings, classroom observation, monitoring of planning, work samples and, where appropriate, support records.

- The Inclusion Managers and other members of the leadership team support individual teachers and year group teams with curriculum planning when required.
- Class teachers discuss newly arising concerns with parents and the Inclusion Managers. If it is felt necessary an SEN Concerns Form will be completed and, with the parents' consent, the child's name is placed on the Special Needs register. If consent is refused, parents' wishes are respected but, whilst the child's support will be unaffected in school, outside agencies cannot be contacted without parental permission.
- Class teachers plan for pupils with SEN through differentiated work, resources, support, and teaching strategies. Additional support is provided where necessary by a trained Teaching Assistant (TA). This is funded from the school's annual budget. A number of individual children in the school are provided with additional support either through the Local Authority High Needs Funding or Pupil Premium Grant, as part of their Resourced Provision package or from the school's delegated budget.

Specialised Provision

Nelson Primary School is resourced for pupils with Severe and Specific Language Impairment. Pupils are identified and allocated to our Resourced Provision by a panel of professionals.

Children within the provision receive intensive speech and language therapy through individual and/or group sessions from three part-time Primary Health Trust Speech and Language Therapists. In addition, these children receive follow-up speech and language therapy sessions delivered by trained teaching assistants. Progress and future planning is reviewed and documented by Inclusion Managers at an Annual Review between parents and key professionals.

Assessment, Monitoring and Reviewing Procedures

The school's system of regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Progress measured against the objectives in the Primary Framework
- National Curriculum descriptors for the end of key stages
- QCA Tests
- APP (Assessing Pupils' Progress)
- EYFS Development Matters

- EYFS Early Learning Goals
- Progress measured against the P level descriptors, using B Squared
- Developmental Journal
- Standardised and non-standardised screening and assessment tools including RWInc assessments and Phonic Screening
- Observations and knowledge of behavioural, emotional and social development
- Assessments by a specialist service, such as educational psychology
- Education and Health Care Plan
- Another school or LEA which has identified, or has provided for additional needs

Identification

Based on observations and assessment data and following discussion between the Class Teacher, Inclusion Managers and parent, the child may be recorded as needing SEN Support and provided with differentiated curriculum support and/or intervention as appropriate.

The child's progress will be regularly monitored and school staff will discuss whether progress is satisfactory at the current level of intervention.

The school uses the definitions of adequate progress as that which:

- Closes the attainment gap between the child and their peers
- Accelerates and prevents the attainment gap between the child and peers from growing wider
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates an improvement in the child's behaviour.

Where a period of differentiated curriculum support has not resulted in a child making adequate progress, further provision may need to be made. The support could include additional help to develop literacy or numeracy skills or emotional, behavioural or social support. Some children may require additional resources for a limited period of time whilst others may have more severe or longer term additional needs that can still be met within the school.

Where there is evidence that the level or duration of a child's needs require specialised assessment, a variety of support can be offered by a range of services. This may include specialised assessment, direct work with a child and target setting. The specialist services are able to contribute to the planning, monitoring and reviewing of the child's progress.

Some children will have a Child Centred Plan, which is a record of short-term targets. These

Plans are shared with parents/carers and may include targets to work towards at home. They are also shared with the child where appropriate. Progress towards the targets is monitored and reviewed at least twice yearly.

For children with exceptional needs Daily Support Records are kept and Teaching Assistants meet regularly with the Inclusion Managers to discuss support. The provision and funding is reviewed annually through a meeting with parents and key professionals and where possible the views of the child are taken into account.

Provision

The needs of all children are addressed through a range of approaches. In the classroom, groups of children with additional needs are taught by the Class Teacher and/or supported by a Teaching Assistant. In addition, individuals or groups of children may sometimes be withdrawn from the classroom for interventions delivered by an Inclusion Teacher, Speech and Language Therapists and/or Teaching Assistants. Provision will run concurrently with differentiated curriculum support.

Intervention programmes are intended to accelerate progress of children working below expected levels for their age who have been identified by the Inclusion Managers or Assistant Headteachers in consultation with Class Teachers, Year Group Leaders and/or other professionals.

The responsibility of planning for all children in the classroom remains with the Class Teacher; sometimes in consultation with the Inclusion Managers and other professionals.

Arrangements for Vulnerable Pupils and those with Social, Emotional and Mental Health Issues

Additional support is given to pupils who, for a range of reasons, may be vulnerable. This support may be through the Pastoral Support Workers to whom referrals can be made by any adult in the school. This support is needs-based and may include:

- One to one sessions
- Meeting with parents
- Transition work
- Mid-phase entry support
- Counselling
- Circle times
- Circle of friends
- Lunch club
- Anger – management groups

- Therapeutic Story Group

The school has a part-time Family Support Worker, to whom referrals can be made if a family appears to have specific or exceptional needs. The Family Support Worker is able to assist families to liaise with outside services and offer advice on a range of issues. The Family Support Worker also organises aspects of community cohesion including ESOL classes, parental workshops, the Triple P Programme (Practical Parenting Programme) and, alongside the Inclusion Managers, coffee mornings for target groups.

Statutory Assessment

When a more specific definition of a child's needs is required, or when the child's difficulties appear profound or complex, the Local Authority (LA) may undertake an Education and Health Care Needs assessment, in order to determine whether it is necessary to provide an **Education and Health Care Plan**.

The school is required to submit evidence to the Local Authority and a decision is made as to whether the child's needs can continue to be met from the resources normally available to the school. The Local Authority will decide whether an Education and Health Care (EHC) Plan is required to inform future planning and provision. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the assessment.

Children with Statements of Special Educational Needs, prior to September 2014, will start the process of transitioning to an EHC Plan within the new legal framework under the children and Families Act (2014). Statements of SEN will remain in force until the transition to an EHC Plan has been completed. The child's additional support will continue to be funded through the Statement as part of the school's budget.

Annual Reviews

Pupils with EHC Plans, Statements of SEN, High Needs Funding or in our Resourced Provision will have an Annual Review of funding and support. This is chaired by the Inclusion Managers and attended by parents and professionals. The purpose of the meeting is to evaluate the effectiveness of the provision and recommend to the Local Authority whether changes need to be made to the Plan, Statement, funding or provision. The views of the parents/carers is sought as well as those of the child where appropriate.

Support Services

School can request specialist advice from a range of services that include:

- Learning Support

- Behaviour Support
- Language, Communication and Interaction Service (LCIS)
- Child and Family Consultation Service (CFCS)
- Educational Psychology Service (EPS)
- Occupational Therapy (OT)
- Speech and Language Therapy (SLT)
- Physiotherapy
- School Nurse/School Doctor
- Tunmarsh Pupil Referral Unit Outreach Team
- Social Services
- Community Pediatrician
- Child Development Centre

Links with Health and Social Services

Where a child has a specific medical condition, the Inclusion Managers may initially seek advice from the school nurse before contacting other Health Service professionals.

Social Care is accessed through a referral to Newham Triage. Adults in school will alert the Head Teacher and an Inclusion Manager if they wish to express a concern. (See **Safeguarding Policy**.)

Pupils with English as an Additional Language

At Nelson Primary School we recognise that children who are learning English as an Additional Language (EAL) have particular strengths and needs. They often have a rich language experience and can use their skills in one language to enhance their understanding of another. With encouragement, literate EAL pupils will be able to transfer their skills, thereby assisting their literacy development in English. However, whilst acquiring English, EAL learners also need to be provided with opportunities that will support their access to the wider curriculum.

Admissions

On admission, pupils' ethnic origin and home/heritage languages are recorded on the school data-base (SIMS), where it can be accessed for analysis or used to set whole school targets as a tool for raising standards.

Children arriving mid-phase have an admission interview with an Inclusion Manager and a Learning Mentor and previous schools are contacted where possible. Class Teachers are informed of the pupils' linguistic background, previous schooling and any needs. The Pastoral Support Workers identify a Peer Mentor for children arriving mid-phase and

provide a Lunch Club pass in order to facilitate a smooth transition into the new environment. Inclusion Managers are available to advise and support Class Teachers on strategies and resources for improving access to the curriculum. The Postoral support workers monitor all new admissions during their early weeks in school.

Curriculum

Whilst pupils are acquiring English, we endeavour to ensure that the curriculum is accessible by:

- Developing schemes of work and curriculum plans that are culturally relevant to the school community and promote a positive attitude to linguistic and ethnic diversity.
- Teaching EAL pupils alongside monolingual peers in the mainstream classroom, with groups based on cognitive ability rather than fluency in English.
- Using accessible starting points and practical tasks in our teaching and activating prior knowledge.
- Using a range of visual support including real objects and graphic organisers to support understanding.
- Teacher modelling and scaffolding activities with ample opportunities for practice and refinement of skills.

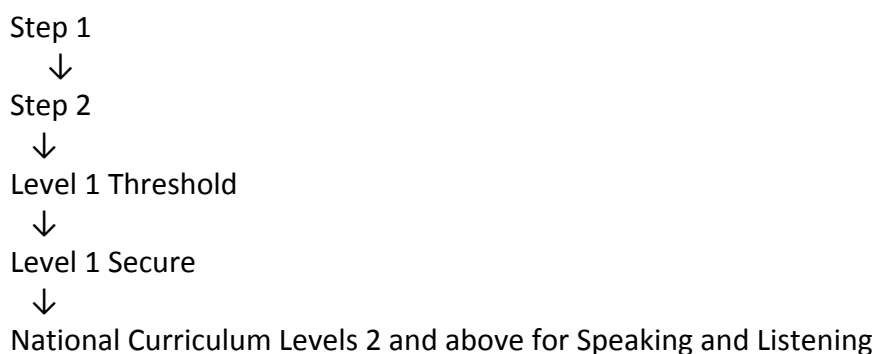
Language Development

We aim to assist EAL learners in their acquisition of English, their access to the broad curriculum and their social development by:

- Grouping EAL learners with competent English speakers.
- Providing good models of spoken English and encouraging improvement by example rather than correction.
- Acknowledging literacy inaccuracies as developmental.
- Promoting the use of collaborative learning activities.
- Teacher modelling of language with ample opportunities for repetition.
- Focused speaking and listening activities.
- Scaffolding writing, reading and recording.
- Providing focused Induction Programmes in small withdrawal groups

Data and Assessment

Levels of English language acquisition are assessed twice yearly using 'A Language in Common'. Progression is measured as follows:



Resources

We aim to ensure that resources used and displayed, positively represent the richness of cultures and languages in our school. We actively encourage the use of culturally inclusive reading materials.

There are a number of staff in the school who speak a range of community languages and school is also able to access interpreters for other languages through the Newham Language Shop. Their skills are employed at Open Evenings, meetings with parents and sometimes to facilitate the implementation of standard assessments at the end of Key Stage 2.

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The School's Arrangements for Inclusion In-Service Training

We aim to ensure that all teaching and support staff receive appropriate training for working in culturally and linguistically diverse classrooms with children who have a range of needs. We provide training opportunities that enable our staff to develop strategies that increase pupils' access to the curriculum. The Inclusion Managers and supporting outside agencies provide regular training for both teaching and non-teaching staff.

All our staff are encouraged to continue their professional development and there are opportunities to attend courses that will expand their personal skills and are relevant to the needs of the children.

Evaluating the success of the School's Inclusion Policy

We regularly analyse data of pupil progress and attainment. We also analyse data on major behaviour incidents and exclusions (including lunchtime exclusions). Our aim is to:

- reduce the percentage of children with very low attainment.
- accelerate the progress of all children, including those with special educational needs toward national expectations.

- reduce the number of incidents involving negative behaviour that might lead to exclusion.

Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings. It will be reported on at the full Governing Body meetings and through sub-committee reports. It will be discussed as necessary.

The Headteacher will provide information to the Governing Body on the number of pupils receiving special educational provision through EHC Plans, Statements and High Needs Funding, as well as any pupils for whom an EHC Needs Assessment has been requested. Additionally any changes to the number of pupils in our Resourced Provision are reported at the curriculum sub-committee.

The Inclusion Managers will report on any whole school developments in relation to inclusion and the governors will be kept up to date with any legislative or local policy changes.

The Inclusion Managers will meet with the Inclusion Governor termly to discuss inclusion issues and concerns. The governing body monitor the inclusion policy and procedures annually.

Arrangements for Partnership with Parents/Carers

We value parents'/carers' knowledge of their children and their ethnic and linguistic heritages. We try to make our school welcoming by using multi-lingual displays and by providing translations and interpreters whenever possible. We aim to be responsive to the needs and aspirations of different communities and encourage the involvement of all parents in the life of the school. There are daily opportunities for interaction with parents/carers; teachers in Key Stage 1 and 2 dismiss classes on the playgrounds at the end of each day and teachers in Reception classes encourage parents to spend some time in the classroom with their child at the start of the day.

Staff and parents/carers work together to support all pupils, including those identified as having additional needs. Throughout the academic year there are scheduled opportunities for parents/carers to meet with the Class Teachers. The parent/carer can also request, or be called to, additional meetings with the Inclusion Managers or other school staff to share information or discuss support.

All parents/carers can access the support of and/or be referred to the Family Support Worker who also organises a range of parental classes. Parent's/carer's of pupils with identified Special Educational Needs who require additional support or advice are also provided with information about 'Parent Partnership in Newham' service.

Parents/carers concerns are always taken seriously and effective dialogue between school and home should ensure that resolutions are found. However, if a parent/carer is not satisfied with the outcome or management of a concern, a complaint can be made to the Headteacher. If this fails to resolve the matter, the Governing Body may be contacted. The Borough's Complaints Procedure, available from the School Office, sets out the steps for making a complaint in more detail.

The Inclusion Link Governor is **Marzena Brysiewicz** and **Jan Ward**.

Review of the Policy

The policy will be evaluated annually beginning in the Spring Term 2010.

Deena Osborne and Ann Thorne
Inclusion Managers

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