



INCLUSION POLICY

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This policy is available on our school website and also on request from the school office. We inform parents and carers about this policy when their children join our school and through the school newsletter.

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 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 or who are disabled (SEND)
- 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 (2015) 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 special educational needs and/or disabilities (SEND) 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 and functional 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 Assistant Headteacher for Inclusion is **Ms. Deena Osborne**

Special Educational Needs

Arrangements for co-ordinating SEN provision

- In addition to the school's usual monitoring processes, the Assistant Headteacher for Inclusion will monitor the quality and effectiveness of provision for pupils with SEND through pupil progress meetings, lesson visits, monitoring of planning, work samples and, where appropriate, support records.
- The Assistant Headteacher for Inclusion, other members of the Senior Leadership Team and the SEN teacher support individual teachers and year group teams with curriculum planning when required.
- Class teachers discuss newly arising concerns with parents and the Assistant Headteacher for Inclusion. 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 SEN Register, whereby an 'Assess, Plan, Do' approach will be taken in order to meet the child's needs. If consent is refused, parents' wishes are respected. Whilst the child's support will be unaffected in school, outside agencies cannot be contacted without parental permission.
- Class teachers plan for pupils with SEND through differentiated work, resources, support and the use of teaching strategies. They are supported by the SENCO when necessary. Additional support for individuals or groups of children is provided where necessary by a trained Teaching Assistant (TA). This is funded from the school's annual budget. This support may be in class or out of class in withdrawal groups as appropriate.
- A number of individual children in the school are provided with additional support, through the Local Authority High Needs Funding, Pupil Premium Grant, an Education, Health and Care Plan, as part of their Resourced Provision package, or from the school's delegated budget. A small number of children with very high needs are taught for part of the school day in small groups based on a social communication pathway of intervention linked to the SCERTS framework. These groups are taught by a trained SEN teacher and/or trained Teaching Assistants, with advice from external services. This intervention is needs based and forms part of individual children's learning journey at our school.

Specialised Provision

Nelson Primary School is resourced for pupils with Developmental Language Disorders (DLD). Two pupils are identified and allocated to our Resourced Provision by a panel of professionals for admission to the school at the start of Reception Year. Occasionally, with agreement, the school may admit more than 2 children to the resource provision.

Children within the provision receive intensive speech and language therapy through

individual and/or group sessions from 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 the Assistant Headteacher for Inclusion 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. This provides early identification which informs the planning of interventions and support.

In response to the Rochford Review (2016) and new guidance, the school has recently introduced the **Engagement model** approach to assessing pupils with SEND who are working on non-subject specific outcomes. Such pupils would previously have been assessed through P Scales 1-4. For pupils previously working at P5 to P8, assessments will be made against pre-key stage standards. Each pupil assessed through the Engagement model will have individual assessment folders with their individual targets linked to EHCP plans. Evidence of achievement will be highlighted through a range of work in individual Learning Journey books and through videos, voice recordings and annotated information and observations.

Identification

Based on observations and assessment data and following discussion between the Class Teacher, the Assistant Headteacher for Inclusion 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 be needed. This 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 requires 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. A range of specialist services are able to contribute to the planning, monitoring and reviewing of a child's progress.

Some children will have an Individual Education Plan (IEP) or Action 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 regularly at Pupil Progress Meetings.

Teaching Assistants meet regularly with the Assistant Headteacher for Inclusion 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. The Assistant Head Teacher for Inclusion also meets regularly throughout the year with parents and outside agencies to discuss and plan support.

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 aimed at accelerating progress. These may be delivered by a Teacher, Speech and Language Therapists or Teaching Assistants. Provision will run concurrently with differentiated curriculum support.

A small number of our neediest children begin school, or may progress through school, without awareness of bowel and bladder control. Nappies are changed regularly as a matter of routine but are also changed immediately if the child soils. - **See Intimate Care Leaflet.**

The responsibility of planning for all children in the classroom remains with the Class Teacher; sometimes in consultation with the Assistant Headteacher for Inclusion 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 Worker 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
- Talking and Drawing
- Circle times
- Circle of friends
- Anger – management groups
- Bereavement support

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 Assistant Headteacher for Inclusion, coffee mornings for target groups.

The school participates in the 'Headstart' programme and provides vulnerable Year 5 and 6 pupils with 'Headstart Champions' and 'Headstart Bounceback' groups. We also participate in the Annual Wellbeing Measurement Framework (WMF) in order to understand our pupils' thoughts and fears.

The school has the support of a CAMHS Outreach Worker who makes monthly visits to the school. Children, with parental permission, may be meet with her for an individual or series of sessions if there are concerns about their emotional wellbeing that would not otherwise meet the criteria for a CAMHS referral.

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, Health and Care Needs assessment, in order to determine whether it is necessary to provide an **Education, Health and 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, Health and 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.

Annual Reviews

Pupils with EHC Plans, High Needs Funding or in our Resourced Provision will have an Annual Review of funding and support. This is chaired by the Assistant Headteacher for Inclusion 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, funding or provision. Other non-funded children with high needs also have Annual Reviews of provision in order to inform an 'Assess, Plan, Do' approach and to support future applications for EHCPs. The views of the parents/carers are sought, as well as those of the child where appropriate. The school's Monitoring and Reviewing Officer from the Local Authority may sometimes attend these meetings, alongside class-teachers, key-workers and other professionals.

Support Services

The school has a 'Buy-in' speech and language therapist who works one day per week. Her remit is mainly to support the school in early identification and intervention for children in the early years presenting with speech and language needs, although she is also able to assess children further up the school and provide training to teachers and support staff. We also 'buy-in' a package of Educational Psychology support that is used for cognitive assessments, advice for individual children, dyslexia assessments and parent support. School can also request specialist advice from a range of services that include:

- Complex Needs and Dyslexia Service
- 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
- Social Services
- Community Pediatrician
- Child Development Service

Links with Health and Social Services

Where a child has a specific medical condition, the Assistant Headteacher for Inclusion 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 Designated Safeguarding Leads if they wish to express a concern via the Safeguard portal. **(See Early Help and 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. The school will use a range of interventions to support children who join the school with low levels of English, as well as classroom support/strategies as part of quality first teaching.

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 the Head Teacher, Assistant Headteacher for Inclusion and the Pastoral Support Worker. Previous schools are contacted where possible. Class Teachers are informed of the pupil's linguistic background, previous schooling and any additional needs. The Class Teacher identifies a 'buddy' who helps their peer settle into the school. The Assistant Headteacher for Inclusion is available to advise and support Class Teachers on strategies and resources for helping children who are new to English and/or the education system to access to the curriculum during this period of transition. The Pastoral Support Worker monitors 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, as well as mixed-ability groups.
- 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 through the use of a range of resources, eg, graphic organisers..

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 may be employed at Open Evenings, Learning Review Days, meetings with parents and to support assessment of children who are new to English.

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 Assistant Headteacher for Inclusion 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. 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 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 Assistant Headteacher for Inclusion 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 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 in the playgrounds at the end of each day and teachers in Reception classes encourage parents to attend 'Stay and Play' sessions.

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 either in person, or virtually. The parent/carer can also request, or be called to, additional meetings with the Assistant Headteacher for Inclusion 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 parent classes, including ESOL.

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.

Review of the Policy

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

Deena Osborne - Assistant Headteacher for Inclusion

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