



INCLUSION POLICY

	Print Name	Signature	Date
On behalf of Headteacher	Simon Cotterill	Agreed at Governors Meeting	5 th December 2023
Ratified by Governing Body	Darren Abbott/Irene Ridgers	Agreed at Governors Meeting	5 th December 2023

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New Scotland Hill School Inclusion Policy V2

New Scotland Hill Primary School and Nursery is committed to providing an appropriate and high quality education for all children. We believe that every child, including those identified as having additional needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they will be fully included in all aspects of school life.

Our school is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We engender a sense of community and belonging, and offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for, and the achievement of, different groups of learners:

- girls and boys
- minority ethnic groups, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs and/or disabilities (SEND)
- learners from disadvantaged backgrounds (PPG)
- learners who have a disability
- those who are identified as 'gifted and talented'
- those who are identified as a Looked After Child by the Local Authority
- others such as those who are sick; those who are young carers; those who are in families under stress;
- any learners who are at risk of disaffection and exclusion

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At New Scotland Hill Primary School and Nursery, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to their full potential.

The development and monitoring of the school's work on inclusion will be undertaken by the Governing Body which meets termly, following the termly planning meeting between the Inclusion Leader and the Educational Psychologist (EP). The Inclusion Leader takes the lead role in relation to inclusion and reports regularly to Governors. There is also a named Governor with a responsibility for Inclusion.

Objectives

To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.

- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children identified as having SEND.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

- To provide full access to the curriculum¹ through differentiated planning by class teachers, Inclusion Leader, and support staff as appropriate.
- To integrate support plans, following the agreed school proforma, into day-to-day practice in the classroom.
- To provide specific input, matched to individual needs, in addition to adapted and differentiated classroom provision, for pupils with identified SEND.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/ carers.
- To enable children to move on to their next stage in education well-equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve children in planning and in any decision-making that affects them, as appropriate.

Arrangements for co-ordinating SEND provision

- The Inclusion Leader will ensure that requirements set out in the Code of Practice are being met.
- The Inclusion Leader will meet with each class teacher at least termly to discuss additional needs or concerns and to review and monitor individual Provision Maps with teachers.
- Targets arising from Pupil Progress meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles, resources and staffing arrangements.
- The Inclusion Leader monitors the planning for pupils with SEND and supports group planning, where necessary.
- The Inclusion Leader monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.
- SEND support is primarily delivered in the classroom through differentiated teaching methods and quality first teaching.
- Support staff, class teachers, the Inclusion Leader and outside agencies liaise and share pupil progress in order to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures:

The school's system for 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:

- Early Years Foundation Stage baseline screening results
- Progress identified at Pupil Progress meetings
- National Curriculum expectations for the end of a year and key stage
- Standardised screening and assessment tools, where necessary
- Observations of behavioural, emotional and social development
- An existing Education, Health and Care Plan (EHCP)
- Assessments and recommendations by a specialist service, such as speech and language, occupational therapy, educational psychology

¹ except where disapplication, arising from an Education, Health and Care Plan (EHCP) occurs.

Based on the school's observations and assessment data and following a discussion between the class teacher, Inclusion Leader and parent, the child may be recorded as needing, either:

- Differentiated curriculum support within the class
- Additional support through the school's provision mapping
- An Education, Health and Care Plan
- Regular professional discussions between staff and school leaders (particularly the SENCO)
- Parental engagement, meetings and discussions
- In-house and external SEND 'surgeries' where staff can discuss strategies to support pupils through quality first provision/engage with external agencies for additional guidance and support.

Differentiated Curriculum Provision

Children may require short-term support with intervention and adaptation that is monitored (reviewed after no more than 6 weeks).

SEND support may be put in place, in the form of a school support plan with SMART targets, which is reviewed on a termly basis.

On a day-to-day basis, classroom practice will ensure that adaptation and differentiation is in place as part of the normal planning process and in plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles, and access strategies only. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Early Intervention

When a class teacher or parent expresses a concern about a child's development, the class teacher will register the concern and inform the Inclusion Leader who may offer advice.

The triggers for Early Intervention could include:

- Little or no progress in the child's area of weakness
- Difficulty in developing literacy and numeracy skills and working at levels below expectation
- Persistent emotional/behavioural difficulties
- Sensory or physical problems which continue to restrict progress
- Communication and/or interaction difficulties

A short term intervention to support (such as handwriting support, Lego therapy, mindset and self-confidence work, as examples) may be put in place.

Support Plans

Pupils who are identified on a Support Plan will experience interventions that are additional to, or different from, those normally provided as part of the school's differentiated curriculum and teaching strategies.

The interventions are school based and arranged within the school. Teachers evaluate the current learning strategies and either devise different teaching strategies or consult the Inclusion Leader to consider further action. School Support provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions; or where additional support is required
- There is an identified need to develop cognition and learning, communication and interaction, behaviour and social development or physical and sensory needs.

At our school, there is a range of options available including:

- Extra or different learning materials
- Use of special equipment
- Group or individual support
- Extra adult time allocated for planning, resourcing, and intervention
- Staff development and training to help produce more effective strategies
- Access to Local Authority services

When considering the effectiveness of intervention, staff will make judgements against criteria that determine whether or not a child is making sufficient progress. Monitoring will be carried out on a weekly basis using the teacher's planning and pupil target. Significant achievements and difficulties will be recorded and discussed with a child's parent/carer.

As part of the review process, the Inclusion Leader and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to make provision at EHCP level.

School request for a Statutory Assessment.

For a child who is not making adequate progress, despite a prolonged period of additional support, and in agreement with the parents/carers, the school may request that the Local Authority make a Statutory Assessment in order to determine whether a child meets the criteria for an Education, Health and Care Plan. The Inclusion Leader leads in this matter after detailed discussion with the Educational Psychologist and the child's family.

Education, Health and Care Plan (EHCP)

The progress of a child who has an EHCP will be closely monitored by the Inclusion Leader. There will be an Annual Review, chaired by the Inclusion Leader, to review the appropriateness of the provision and to recommend to the Local Authority whether any changes need to be made, either to the individual targets or to the funding arrangements for the child.

Disapplication and modification

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our school policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all children without recourse to disapplication or modification.

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In exceptional circumstances, we may decide that modification and disapplication is the correct procedure to follow; this would only be decided through detailed consultation with parents and the Local Authority.

Access to the Environment

New Scotland Hill Primary School and Nursery is a single site school, with Foundation, Key Stage 1 and Key Stage 2 pupils. The school is single storey with access for wheelchairs from 2 entrances. There is an adapted toilet for wheelchair access within the main building. There is currently no shower and no laundry facilities.

We have made sure that there are good safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, curtains/blinds, quiet areas).

Children requiring equipment due to impairment will be assessed in order to gain the support that they require from outside agencies. Detail of our plans and targets on improving environmental access are contained in the Accessibility Plan.

The school will ensure that all children have access to a balanced curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual.

The school will ensure that extra-curricular activities do not exclude any pupil. All children requiring information in formats other than print will have this provided (e.g. Braille). We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

Admission Arrangements

Children are admitted to the school, without bias, through the normal admission arrangements and through the Common Application arrangements with the Local Authority. Parents are encouraged to visit the school prior to application and to state clearly any additional need their child may have.

Links with other schools/Transfer arrangements

The Inclusion Leader will meet with staff from pre-schools prior to pupils starting school, where there are expressed concerns about particular needs.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue, the Inclusion Leader will telephone to further discuss the child's needs.

Where children are transferring from our school to new schools, the class teacher will ensure the Inclusion Leader has all details of particular needs and additional provision made by the school. The child's progress file will be completed. The Inclusion Leader will discuss these children with other schools on request.

Links with other professional agencies

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the Inclusion Leader or Headteacher, and referrals will be made as appropriate.

Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting Education Welfare Officer as appropriate. Class teachers will alert the Headteacher if there is a concern they would like discussed.

Governing Body

Through monitoring the operation of the policy, the Governing Body will make sure that:

- Necessary provision is made for pupils with SEND
- Pupils' needs are communicated to all teachers as appropriate
- Teachers are aware of the need to identify and respond to Special Educational Needs
- There is an up to date policy for pupils with Special Educational Needs

The Full Governing Body are responsible for overseeing SEND provision. The governor responsible for SEND will meet with the Inclusion Leader as necessary, but at least once a year to discuss the implementation of the policy.

Each term, the Inclusion Leader will provide information to the Governing Body as to the number of pupils receiving special educational provision. The Headteacher will report on any whole school developments in relation to Inclusion at the same time and will ensure that governors are kept up to date with any legislative or local policy changes.

Whole school monitoring and evaluation procedures will include samples of work and observational notes by the Leadership Team. Outcomes pertinent to SEND provision and planning will be taken forward by the whole staff to the Governing Body and used to build upon successful practice.

This policy will be reviewed bi-annually by the Inclusion Leader and reported to the Full Governing Body.

This policy should be read in conjunction with:

Learning and Teaching Policy
Accessibility Plan
Single Equality Plan