

INCLUSION POLICY

This section should be completed following ratification of the Policy.

	Name	Signature	Date
Chair of the Performance Committee	Liz White		January 2022
Chief Executive Officer	Paul Watson		January 2022
Chair of the Trust Board	Becky Hickford		January 2022
Recommended Review Date:	January 2023		

Ownership

Preston Hedge's Academy Trust is responsible for the production and maintenance of this document. It is issued by the Clerk, catherine.gautrey@prestonhedges.org to whom any change requests or queries should be directed.

Version Control

This document is issued and maintained in accordance with Preston Hedge's Academy Trust procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By
1	March 2019	Initial Policy aligned with Trust	HL and VT
2	July 2019	Update Pre-Review	Executive Team
3	July 2020	Policy Reviewed	(MAT Senco's) & Performance Committee
4	January 2022	Policy Review	Trust SENCO's, Executive Team & Performance Committee

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and the Children and Families Act 2014) 2015

Ofsted School Inspection Handbook October 2021

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

Inclusion Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners and those from ethnic minority groups) whilst meeting their individual needs. We provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs, and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved school's budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice in this school are:

- To create a positive inclusive culture which is promoted by the Principal and every member of staff
- To provide a safe environment which enables all learners groups to flourish and set challenging targets for their achievement
- To provide curriculum access for all resulting in high levels of achievement for all
- To meet individual needs through a wide range of provision
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).
- The Principal has delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).
- The SENCO is responsible for reporting regularly to the Principal on the ongoing effectiveness of this inclusion policy. The SENCO has strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.
- The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in Local Authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners.

SEN Coordinator and Designated Teacher for looked after children can be found on the school’s website and SEN Information Report.

As an inclusive Trust we do not seek to closely define the special educational needs for which we will make provision. Some of the special educational needs we support include:

- Dyslexia
- Visual Impairment
- Dyscalculia
- Children with Speech and Language Support
- ADHD
- Autistic Spectrum Disorders

We ensure that we meet the needs of all SEN pupils to the best of our ability. In admitting pupils with special educational needs, we would expect to have informative discussions with both the pupil's family to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a Trust with mainstream schools, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

SEN INFORMATION REPORT INCLUDES: (published on the school website)

- **Our school's policies for identifying children and young people with SEN and assessing their needs**
- **Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.**
 - **Our approach to teaching children and young people with SEN**
- **How adaptations are made to the curriculum and learning environment of children and young people with SEN**
- **How our school evaluates the effectiveness of its provision for children and young people with SEN.**

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life

“School Inspection Handbook, October 2020

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”

SEN Code of Practice (2015)

This is not necessarily “more literacy” or “more maths” but would-be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2015

STAGE 1 Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

All learners will have access to good quality teaching and a differentiated curriculum to meet the needs of all pupils.

Children with slowed progress or vulnerable children, including those with special educational needs, will have additional interventions and adult support to support the progress of the child. The interventions will be closely monitored by the SENCO and recorded on the schools Provision Map.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Foundation Stage Profile scores, regular class assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- observations in class
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated termly through meetings between the teachers, SENCO and Senior Leaders.
- undertaking, when necessary, a more in-depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- involving an external agency where it is suspected that a special educational need is significant.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and senior leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the SENCO
- informal feedback from all staff.
- the voice of the pupil
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with Education Inclusion and Entitlement Team (EIP)
- regular meetings about pupils' progress between the SENCO and the Principal
- Trust internal and external school improvement visits

Stage 2 Additional SEN Support

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e., they have a special educational need as defined by the SEN Code of Practice 2015

Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school’s provision map).

In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map. Progress will be carefully monitored, and targets will be set by the class teacher which are shared with parents.

It may be decided that some of our pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan (EHCP).

Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

Stage 3 Education Health and Care Plan

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan, which will involve, parents, teaching staff, SENCO and the voice of the pupil.

Our school will comply with all local arrangements and procedures when applying for:

- High Needs Block Funding
- An Education Health and Care Plan
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process.

Roles and Responsibilities

Principal

The Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Principal will delegate the day-to-day implementation of this policy to the Special Educational Needs Coordinator (SENCO)

The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- Analysis of the whole-school pupil progress tracking system
- Maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the Leadership Team and SENCO)
- Pupil progress meetings with individual teachers
- Regular meetings with the SENCO
- Discussions and consultations with pupils and parents

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2015, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Analysing Data of SEN pupils and ensuring all SEN pupils make maximum progress and provision in class supports this.
- Monitoring the academic achievement of all pupils and identifying any minority groups at risk of under achievement.
- Maintenance and analysis of whole-school provision map for vulnerable learners
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Conducting pupil progress meetings every term focusing on SEN progress.
- Managing other classroom staff involved in supporting vulnerable learners
- Overseeing the records on all children with Special Educational Needs
- Contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with an Education Health and Care Plan
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- Monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans)
- Evaluating regularly, the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- Meeting termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- Liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attending training as appropriate.
- Liaising closely with a range of outside agencies to support vulnerable learners.

Ethnic Minority Achievement

The SENCO is responsible for Ethnic Minority Achievement, making effective use of data by identifying groups and individuals at risk of under achievement. The SENCO will develop appropriate strategies in response and take responsibility for monitoring the effectiveness of any stratagems

Class teacher

Liaising with the SENCO to agree:

which pupils in the class are vulnerable learners

- Which pupils are underachieving and need to have their additional interventions monitored on the vulnerable learners' provision map – but do not have special educational needs.
- Which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with an EHC Plan)

Securing good provision and good outcomes for all groups of vulnerable learners by:

- Providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- Ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2015)
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Extra Activities

The school follows an inclusive approach towards extra-curricular activities and SEN. Experiences (whether this is a club, school trip, residential etc) will be available to all pupils unless a pupil compromises the health and safety of themselves or others. It may be necessary to ask a parent to attend an extra-curricular activity or school trip to take responsibility for the child. The Senco will agree when this is necessary to ensure the safety and enjoyment of all children in partnership with the Principal.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils with an Education, Health and Care Plan, involving parents in the drawing-up and monitoring progress against these targets
- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning through the 'pupil voice'
- Identify their own needs and learn about learning
- Self-review their progress and identify how to improve
- For pupils with an Education, Health and Care Plan, monitor their success at achieving the targets on their Individual Education Plan.

Working with other Agencies

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging need and work closely with other agencies including:

- Early Help Assessment team
- CAMHS (Children and Adolescence Mental Health Service)
- Educational Psychology Service
- Information, Advice Support Service (IASS)
- Local council Sensory Impairment team
- Local NHS services
- Targeted Prevention Team
- Education Inclusion and Partnership Team (EIP)
- Multi-agency safeguarding hub

In accordance with the SEND Code of practice 2015 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Often at the request of families, we liaise with voluntary bodies in order to be as familiar as possible with best practice when the special educational needs of a pupil are very specific (e.g., autism, visual impairment etc).

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. This will be the SENCo or Designated Teacher for CLA (Children Looked After).

SEN Children and Transition

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the term before in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support and all those with an Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator.

Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and support from our staff. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

All files and information will be passed on to the new school to ensure a smooth transition.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

If a child enters the school with significant special educational needs, it may be beneficial for that child to begin school on a reduced timetable, which will be decided in partnership with the parents/carers. The provision provided for the pupil will be reviewed frequently and outside

agencies will be involved in the review process. This will be shared with the Educational Inclusion Partnership Team.

Complaints

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by Principal, in line with the Trust Complaints Procedure.

Contact Details for Other Services

Effective working links will also be maintained with:

Northampton

Educational Psychology Service: Contact Number: 01604 630082

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/sen/EP/Pages/default.aspx>

Education Inclusion and Partnership Team (EIP): Contact number: 0300 126 7000

<http://www.northamptonshire.gov.uk/en/councilservices/EducationandLearning/Parents/Pages/Education-Entitlement-Service.aspx>

Information Advice and Support Service (IASS): Contact Number: 01604 636111

www.iassnorthants.co.uk

Virtual School for Looked After Children: Contact number: 0300 126 7000

<http://www.northamptonshire.gov.uk/en/councilservices/children/virtual-school/Pages/default.aspx>

Primary Behaviour Outreach Support (Kings Meadow Team or Maplefields Team): Contact numbers Kings Meadow 01604 773730. Maplefields 01536 409040

See Local Offer website link for contact details in relation to High Needs Funding Applications and Education Health and Care Plans: www.northamptonshire.gov.uk/localoffer

Milton Keynes

Milton Keynes Local Offer: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

SEN Support line: 01908 253169 or 01908 253170

Milton Keynes Education Psychology Service: 01908 657825

Virtual School for Looked after Children: 07881875294

Mental Health Support Team: cnwl.mhst@nhs.net

Inclusion of pupils with English as an Additional Language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

Initial assessment of EAL

- A further mother tongue assessment may be applicable where SEN is known or where further information needs to be gathered in the pupil's first language
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Additional support for pupils may be given through first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.

- Teachers will work closely with parents to support children with EAL and if necessary, support children to catch up with missed education.
- The SENCO will monitor the progress of EAL children and ensure the correct provision is in place to support the child. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

Children who are looked after in Local Authority care have the same rights as all children but may have additional needs due to possible attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in Local Authority care often fail to make expected progress at school:
- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the start of this inclusion policy). The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- Ensuring that children who are 'looked after' have access to the appropriate network of support checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.

- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making.
- Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.