



It's awesome at

AYRESOME

PRIMARY SCHOOL

Inclusion Policy 2019/20

'It's awesome at

Inclusion Policy

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs and Disabilities (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

Author: S-J Hart

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) Updated January 2015
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010

This policy replaces the SEND/Inclusion

policy and will be approved by the

Local Governing Body October 2019

Review date: October 2020

- Education Bill 2011
- Children and Families Act 2014 Inclusion Statement

Introduction

At Ayresome, we endeavour to achieve meaningful inclusion of all children (including vulnerable learners) whilst meeting their individual needs. Teachers provide differentiated learning opportunities for all the children within school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to 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 learning 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 and Disabilities . 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 Disabilities 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 and Disabilities have the maximum opportunity to attain and achieve 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 schools budget.

Aims and Objectives of this Policy

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

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers

- 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).

Our Graduated Response to Need

Stage 1

Monitoring and Provision Mapping

Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions.

- All learners will have access to quality first teaching.
- The routine and prolonged withdrawal from mainstream classes 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.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These may be pupils who are underachieving and have been identified by us as needing to make accelerated progress, but will not necessarily be pupils with Special Educational Needs and Disabilities . This is considered to be a differentiation of the school curriculum – not a special intervention for pupils with SEN.

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across school. The whole school provision map enables us to:

- Plan strategically to meet pupils’ identified needs and track their provision
- Audit how well provision matches need
- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Demonstrate accountability for financial efficiency

- Demonstrate to all staff how support is deployed
- Inform parents, LA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

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, PiXL, 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,
- liaison with other schools, on transfer
- information from other services
- teacher/ TA observations of the child
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND Support from our devolved budget or in receipt of High Needs funding. This provision map is updated termly
- 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 or requires specialist assessment.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having Special Educational Needs and Disabilities, we provide for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate learning as part of quality first teaching

- Wave/Stage 1,2,3 interventions/ interventions as part of 'SEND support'
- other small group withdrawal
- individual class support / individual withdrawal
- EAL support/access to materials in translation
- further differentiation of resources,

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 SENDCo's, curriculum leads and SLT.
- On-going assessment of progress made by intervention groups
- Learning sampling on a termly basis by SEND team.
- Teacher interviews/Year group meetings with the SENDCo's
- Informal feedback from all staff.
- Discussion with pupils when setting new SEND Support Plan targets or reviewing existing targets
- Pupil progress tracking using assessment data (whole-school SIMS/PIVATs processes)
- Monitoring SEND Support Plan targets, evaluating the impact of plans on pupils' progress (on Edukey).
- Attendance records and liaison with Attendance Team
- Regular meetings about pupils' progress between the SEND Team and the SLT.

Stage 2

Additional SEND Support

Pupils will be offered additional SEND 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 school i.e. they have a Special Educational Need or Disability as defined by the SEND Code of Practice 2014 (updated 2015).

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

It may be decided that a very small number, but not all of the pupils on the SEND 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. This may

particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where we can evidence that more than £6,000 above the Average Weighted Pupil Unit (AWPU) has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her Special Educational Needs and Disabilities, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the local offer.

On occasion 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.

Our approach to SEND Support Plans, which we recognise are no longer prescribed in the SEND Code of Practice 2014, is as follows:

- Our SEND Support Plans are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with Special Educational Needs and Disabilities. They are seen as working document which can be constantly refined and amended.
- Our SEND Support Plans will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children. Targets will be very specific and achievable, addressing the underlying reasons why a pupil is having difficulty with learning –they will not simply be “more literacy” or “more maths”.
- Our SEND Support Plans will be based on informed assessment and will include the input of outside agencies.
- Our SEND Support Plans have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our SEND Support Plans will be time-limited –at (least) termly review, there will be an agreed next step.
- Our SEND Support Plans will have a maximum of four short term SMART targets.
- Our SEND Support Plans will specify how often the target(s) will be covered (including use of resources).
- Our SEND Support Plans will include additional information including pupil voice.

Stage 3

Statement of Special Educational Needs and Disabilities or Education Health and Care Plan

Pupils with a an Education Health and Care Plan will have access to all arrangements for pupils on the SEND register (above) and, in addition to this, will have an Annual Review of their statement/plan.

Our school will comply with all local arrangements and procedures when applying for High Needs Block Funding.

An Education Health and Care Plan will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs and Disabilities Code of Practice and with local policy and guidance – particularly with regard to the timescales set out within the process.

Inclusion of pupils with English as an additional language

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.

Definitions

EAL Learner: “First language is the language to which the child was initially exposed during early development and continues to use this language at home and community. If a child acquires English subsequent to early development then English is not their first language no matter how proficient in it they become”

DFE Guidance.

Bilingual Learner: “All pupils who use or have access to more than one language at home or at school. It does not necessarily imply fluency in both or all languages”

DFE Guidance

Advanced Bilingual Learner: “Advanced Bilingual learners are pupils who have had all or most of their school education in the UK and whose oral

proficiency in English is usually indistinguishable from that of pupils with English as a first language but whose writing may still show distinctive features related to the language background"

DCFS.

International New Arrivals (INA): At Ayresome Primary School international new arrivals are children who have not had a consistent education in the UK for the past year. This refers primarily to those pupils who are international migrants – including refugees, asylum seekers and economic migrants from overseas.

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.

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 (e.g. Education Village) will be given to improve acquisition of English

Our provision may include:

- initial assessment of EAL using a recognised assessment tool where a pupil is working considerably below their national curriculum programme of study
- A further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language

- Learning 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.
- Where necessary, catch-up learning will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made.
- Pupils will not be placed on the SEND register for reasons of EAL.

Parental support

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

Inclusion of pupils who are looked after in local authority care

Ayresome Primary 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 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
- Un-met 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 end 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
- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- 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 appropriate Virtual School (VS) for all looked after children, which promote the educational needs of Looked After Children and monitor admissions, PEP completion, attendance & exclusions.

Management of Inclusion within our school

The Headteacher and the governing body have delegated the responsibility for the on-going implementation of this Inclusion Policy to the Assistant Headteacher with responsibility for Inclusion. The Assistant Headteacher with responsibility for Inclusion is responsible for reporting regularly to the head and the governor with responsibility for SEND on the on-going effectiveness of this inclusion policy.

The EAL Lead 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 – specifically, all teachers are teachers of pupils with Special Educational Needs and Disabilities and EAL.

Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Headteacher

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

The Headteacher and the Local Governing Body will delegate the day to day implementation of this policy to the Inclusion and EAL leads.

The Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to our 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
- pupil progress meetings with individual teachers
- regular meetings with the SEND and EAL teams
- discussions with pupils and parents

Special Educational Needs and Disabilities Team (Inclusion Lead and SENDCo's)

In line with the recommendations in the SEND Code of Practice 2014, the SEND Team will oversee the day - to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with Special Educational Needs and Disabilities – those in receipt of additional SEND support from our devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with Special Educational Needs and Disabilities
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs and Disabilities
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the in-service training of staff
- Implementing a programme of Annual Review for all pupils with a statement of special educational need or EHCPs.
- 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 SEND Support Plans.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with Special Educational Needs and Disabilities).
- meeting at least termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on our provision map (Headteacher will guarantee planning and preparation time for teachers and SENDCo's to ensure that these meetings occur).
- Liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- Attending area SEND network meetings and training as appropriate.

- Liaising with our Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs and Disabilities (nationally, locally and within school).
- Liaising closely with a range of outside agencies to support vulnerable learners.

EAL Lead

The EAL Lead will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on our provision map
- in collaboration with the Inclusion Lead, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority background
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- Overseeing the initial and on-going assessment records on all children with EAL.
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- In collaboration with the Inclusion Lead, evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds.
- In collaboration with the Inclusion Lead, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- Contributing to the in-service training of staff.
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum

- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- Attending EMAT Co-ordinator network meetings and training as appropriate.
- Liaising with our Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- Liaising closely with a range of outside agencies to ethnic & linguistic minority learners.

Class teacher

Liaising with the SEND/EAL teams to agree:

- Which pupils in the class are vulnerable learners
- Which pupils are underachieving and need to have their additional interventions monitored on a vulnerable learners' provision map – but do not have Special Educational Needs and Disabilities.
- Which pupils (also on the provision map) require additional support because of a special educational need and need to go on our SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, an SEND Support Plan to address a Special Educational Need (this would include pupils with EHC Plans)

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

- Providing differentiated teaching and learning opportunities, including differentiated learning for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge.
- ensuring there is adequate opportunity for pupils with Special Educational Needs and Disabilities to work 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 2014)
- Ensuring effective deployment of resources –including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Information about the expertise and training of staff in relation to children and young people with Special Educational Needs and Disabilities and about how specialist expertise will be secured

In accordance with Section 6 of the SEND Code of Practice 2014, if appointed after September 2008, our Special Educational Needs and Disabilities Coordinators will be qualified teachers working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.

The Inclusion and EAL Leads will regularly attend local network meetings.

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of our development plan and annual schedule of continuous professional development.

Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by our school from the open market. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the Headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

Information about how equipment and facilities to support children and young people with Special Educational Needs and Disabilities will be secured

When specialist equipment or a high level of staffing support is required to support a pupil with Special Educational Needs and Disabilities, our school will fund this as additional SEND support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, we will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/commissioned by our school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice.

Partnership with Parents/Carers

We aim 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.
- Making parents and carers feel welcome.
- 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.
- Instilling confidence that we will listen and act appropriately.
- 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 school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having Special Educational Needs and Disabilities, 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.
- Making parents and carers aware of the Middlesbrough SEND Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and Inclusion /EAL Leads, then, if unresolved, by the Headteacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy).

Head teacher: Lisa Biggin

Designated Teacher for LAC: Amy Goring

Designated Lead Teacher for Safeguarding: Becky Llamas

Assistant Headteacher for Inclusion: Sarah-Jane Hart

Assistant Headteacher for EYFS / EAL: Emma Cooper

Assistant Headteacher Pastoral support / SEMH: Sarah Blount

SENDCo's – Alex Barker (2 year olds – Year 2) and Victoria Ogden (Years 3-6).