



# George Carey Church of England Primary School

## Inclusion Policy

**Agreed by Governors: September 2018**

**Date to be reviewed: September 2019**

**Our Mission statement: *A Christian school for all, at the heart of the local community, where children grow together in knowledge, understanding, friendship and love* Please also refer to our Single Equalities Policy and Plan and our Additional Resource Provision Policy**

### **A. Inclusion Policy Introduction**

*'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'* Index for Inclusion – Booth and Ainscow 2000

- Successful inclusion should result in every pupil feeling safe, confident and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities.
- Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school community.

- Successful inclusion should result in each pupil being actively involved in their learning and achieving their full potential.
- Successful inclusive provision at George Carey is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.
- Successful inclusion should involve effective partnerships with parents/carers.

## **B. Meeting Diverse Needs**

At George Carey Church of England Primary School we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Encouraging children to be actively engaged in their learning, to talk about their learning and to be supported to identify the next steps.
- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work collaboratively, for the good of the pupil.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

## **C. Potentially vulnerable groups**

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are in an identified vulnerable ethnic minority group (EMA)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families □  
Pupils who are young carers
- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

## **D. Promoting and Supporting Inclusion**

### **1. Head Teacher, Senior Leaders and our Governing body:**

- a) Responsibility for making George Carey Church of England Primary a truly inclusive school lies with the Head Teacher, Senior Leaders and the Governing Body of the School leading the children, parents, staff and wider community.
- b) We aim to promote Inclusion at George Carey through all of our policies, systems and practices.

### **2. Personalising the Curriculum:**

- a) School Leaders at all levels; including Governors, Head Teacher and Deputy, and Subject/Aspect Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of all the pupils who attend the School.
- b) The School currently uses the National Curriculum (2016), the Early Years Statutory Framework, Diocese of Chelmsford Religious Education Scheme of Work and Cornerstones Primary Curriculum, Val Sabin Scheme of Work for PE to support the staff, at all levels, in planning the formal curriculum.
- c) The Cornerstones primary curriculum provides a long term Curriculum Map which is used by year teams and individual class teachers to plan appropriate, differentiated activities for all pupils. This would include staff

ensuring appropriate cross-curricular links are made and developing learning to match individual rather than age expected needs.

- d) School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of Extended Schools activities that are offered in addition to break and lunchtime activities.
- e) All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.

3. Special Educational Needs Coordinator (SENCO): Is responsible for:

- Liaising with other members of the Inclusion Team.
  - Working with pupils, parents, teaching staff and senior leadership team to monitor progress of individuals and groups of pupils.
  - Liaising with class teachers and those leading interventions to ensure pupils transfer learning from interventions into their learning in class.
  - Monitoring interventions and support their delivery.
  - Monitoring Pupil Passports and contributing to evaluations and the development of new ones. □ Sharing good practice and expertise amongst other staff.
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- English as an Additional Language  
Comes under the remit of the Inclusion team, who
  - Monitor EAL data and assess progress within EAL Stages and other academic performance.
  - Support the adults leading EAL interventions.
  - Ensure good EAL practices throughout the school.
  - Ensure appropriate resources are available for staff and EAL pupils.
  - Ensure that mid-phase admission EAL pupils are identified in a timely way.

4. Class Teachers:

- a) All pupils at George Carey C of E Primary spend the majority of lesson times being taught alongside their class mates in their class base. Class teachers take the lead role in managing and creating the classroom environment.
- b) Teachers have overall responsibility for the planning and delivery of lessons to their class. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of a Personalised Pupil Passport. Parents/carers are informed by their child's teacher of any additional or different provision being made for their child.
- c) Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken by way of Progress Meetings which are led by the Heads of School alongside the SENCO
- d) Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues.
- e) Pupils in the Phoenix Additional Resource Provision (ARP) are based in the Provision but have an allocated mainstream class and class teacher. Pupils in the ARP also have a teacher based within the ARP. Mainstream integration is planned for on an individual basis and mainstream teachers are supported by specialist teachers to plan, teach and assess children in the ARP whilst they are in mainstream links.

5. Teaching and Learning Assistants (TLA):

- a) Teaching and Learning Assistants (TLAs) work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their well-being. The work of a TLA is directed by the teacher during lessons.

- b) Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the SENCO.
- c) To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.
- d) Some pupils may be withdrawn to work on a specific, evidence based intervention that has been planned for in consultation with the class teacher, Heads of school and SENCO
- e) In order to best utilise their support for pupils' learning, the deployment of TLAs within the school is strategically managed by Senior Leaders in consultation with Heads of School and Class Teachers.
- f) TLAs regularly access training to enhance their knowledge and skill in meeting the needs of all pupils and delivering interventions.

6. The Inclusion Team:

The Inclusion Team comprises of the SENCO ,the Safety and Welfare Team and the inclusion leadership Team.

## **E. Special Educational Needs or Disabilities (SEND) Please see the SEND Information Report**

### **What are special educational needs (SEN)?**

- a) 'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
  - i. has a significantly greater difficulty in learning than the majority of others of the same age, or
  - ii. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- d) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' **(Child and Families Act 2014 s20)**

2. What is a disability? (D)

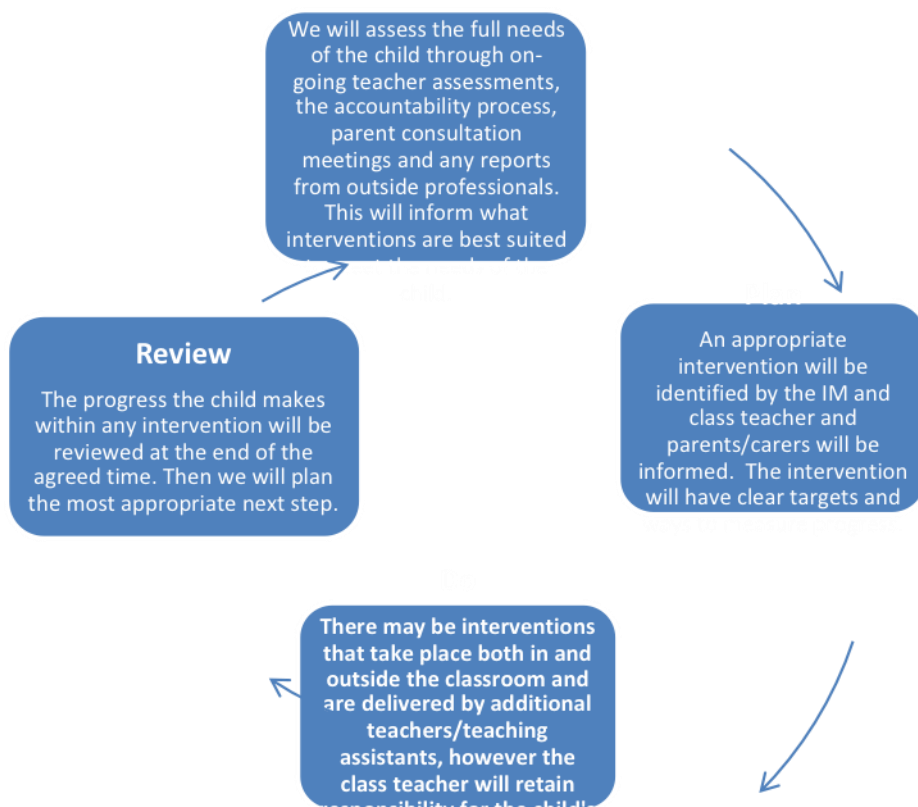
- 'A person (P) has a disability if -
  - (a) P has a physical or mental impairment, and
  - (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

**(Equality Act 2010 s6)**

3. Identification of Special Educational Needs or Disabilities.

- i. Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at George Carey C of E Primary School.
- ii. When a concern is evident the class teacher will liaise with the SENCO and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs and or disability.
- iii. Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
- iv. There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs

- v. The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (see below)
- vi. Entry into the Additional Resource Provision is through the SEN Panel. Children placed in the ARP will have identified SEND and will usually have a statement or an Education Health Care Plan



4. The kinds of interventions within this 'graduated response' are as follows:

a) Universal – All pupils will benefit from:

- High quality learning through the provision of high quality teaching; both formal and informal.
- Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

b) Targeted Support – Some pupils may benefit from:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
- Interventions where progress is monitored by the HT, DHT, , Class teacher and the adult leading the intervention through the Accountability Process. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).

c) Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

5. Outside Agencies who help us achieve inclusive practice and meet specific needs

In achieving provision which will meet the wide range of pupils' differing needs at George Carey, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:

- Health
- The Speech and Language Therapy Service to Schools (SALTs)
- The Occupational Health Therapy Service for Pupils (OTs)
- Child and Family Consultation Service (CFCS)
- The Child Development Clinic (CDC)
- The School Nursing Service
- Education
- The Educational Psychology Service (EPS)
- Services for the Hearing
- Services for the Visually Impaired (Joseph Clarke Outreach Team)
- The Hospital and Home Tuition Service

#### 6. Children with 'Exceptional' Needs

- i. In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure Top up Funding. Children are assessed on their level of need using the Local Authority Banding Document.
- ii. The Inclusion Team takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.
- iii. The majority of SEN pupils will have their needs met through mainstream provision; however, children may be allocated a place in the Phoenix ARP by the Local Authority.
- iv. Parents are entitled to ask the Local Authority to conduct an Education, Health and Care (ECH) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce a ECH Plan.

#### **F. English as an Additional Language 1.**

##### Definition and Rationale.

- i. The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- ii. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.
- iii. Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- iv. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

##### 2. Identification and Assessment

- i. Pupils who are EAL are identified upon starting the school. If it is clear that a pupil's fluency levels are low then they will be assessed using the EAL Stages.
- ii. This assessment will be done twice yearly to record specific progress against EAL targets.
- iii. Progress is monitored by the EAL Aspect Leader and through the Termly progress meetings by the HT, AHTs.

##### 3. Provision for EAL pupils

- i. The EAL lead will liaise with class teachers if a new pupil has English as an additional language.
- ii. If a pupil is in the early stages of the 'EAL Stages' then the pupil will receive appropriate support.
- iii. Staff are aware of good EAL practices in all areas of school life.
- iv. EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.
- v. Classrooms are highly visualised environments – dual-language texts, labels and visual support within lessons.
- vi. Differentiation is used within lessons to help English acquisition.

#### **Monitoring and Review of the Inclusion Policy**

The Head teacher and SENDCO will monitor the effectiveness of this policy on a regular basis. The Head teacher and SENDCO will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.

