The Reddings Primary and Nursery School

Inclusion Policy

Revised: December 2023
Date of next review: December 2026

Introduction

To be read in conjunction with the following current school policies: Single Equality Scheme, Accessibility Plan (and Action Plan), Pro-Social Behaviour Policy, Child Protection (Safeguarding) Policy, Children Looked After (CLA) policy, Gender Equality Policy, Race Equality Policy, School Offer (SEND Information Report) and SEND Code of Practice (Jan 2015)

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *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*

Success for All

Vision

Irrespective of beginnings we are passionately committed to ensuring that all our children are the 'best they can be'

Aims

We embrace life-challenges to develop resilience, confidence and pride

With a therapeutic approach, we strive to overcome and remove barriers for and with our children

Through an enriched and memorable curriculum, we create engaged and curious learners

We build a shared community of tolerance and respect inspired by our diversity.

1. Aims and Objectives

Our school aims to be an inclusive school where equality of opportunity is promoted, discrimination is prevented and learning is personalised so that all learners achieve. We recognise that all learners may become vulnerable in their learning at any time. Nationally recognised groups include:

- Gender groupings
- Higher Attaining learners
- Learners at risk of disaffection, poor attendance or exclusion
- Learners from families under stress
- Learners from minority ethnic backgrounds, including: travellers, refugees, asylum seekers
- Learners from particular faith groups
- Learners with medical needs
- Children who are Looked After (CLA)
- Learners with SEN and other disabilities
- Learners with social, emotional and mental health needs
- Learners with high mobility

1.1 Our school uses data to analyse the performance of learners, including those who may be vulnerable in their learning at school. The Senior Leadership Team analyse data at group level every term and there are half termly Pupil Progress and Outcome meetings between

the Head teacher / phase leaders and class teachers to discuss and plan for individual learners. The outcomes of the analysis and actions planned to address underachievement is an integral part of the school's Self Evaluation Form (SEF).

1.2 The National Curriculum is our starting point for planning a curriculum that meets specific needs of individuals and groups of learners. We meet these through:

- Annual monitoring and review of provision
- Setting suitable learning challenges
- Responding to learners' diverse learning needs
- Differentiated planning of learning objectives
- Assessment for Learning (including self assessment and peer assessment)
- Overcoming barriers to learning – implementing in class support and group intervention programmes, providing additional curricular opportunities (themed topic weeks, School Sports Partnership festivals,
- Bespoke pastoral support which is intrinsic to our care of pupils.
- Seeking and implementing advice from external agencies which include: Educational Psychology, Speech and Language Therapy, Hearing Impairment Team, Visual Impairment Team, Occupational Therapy, School Nursing Service, Communication and Autism Team, Dacorum Education Support Centre and Dacorum Family Services.

1.3 We achieve educational inclusion by continually reviewing and monitoring through:

- Year group Pupil Progress and Outcome meetings
- Pupil voice
- Termly distribution sheets and tracking sheets
- Learning Plans and Education, Health and Care Plans
- Observation and monitoring of the impact of in class support and intervention.
- Continuing Professional Development for Teachers and Teaching Assistants

2. Roles and Responsibilities

At The Reddings Primary School, all staff have a responsibility to promote inclusion.

- It is important that all learners are treated fairly, achieve their full potential and have an opportunity to learn effectively without interference or disruption.
- All learners have a right to individual help and respect from their teachers and other staff.
- All learners should have access to all aspects of the Curriculum at their level.
- The well-being of all learners is fostered, and learners are given extra pastoral support when experiencing difficulties.

3. Teaching and Learning

January 2015 SEND Code of Practice States that:

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. Schools and colleges ***must*** *use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.*

3.1 We aim to give all our learners the opportunity to succeed and reach the highest level of personal achievement. We analyse the attainment of different groups of learners to ensure that all pupils are achieving as much as they can. We also make ongoing assessments of each learner's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their learners. For some learners, we use the assessment criteria from previous phases/steps.

3.2 When the attainment of a learner falls significantly below the age related expectations, teachers enable the learner to succeed by planning work that is in line with that child's individual needs. Where the attainment of a learner significantly exceeds the expected level of attainment, teachers work towards pupils achieving a greater depth of understanding of the subject.

3.3 Teachers are familiar with the relevant equal opportunities legislation as outlined in the school's Single Equality Scheme. This scheme covers the following areas:

- Disability
- Gender Reassignment
- Pregnancy and Maternity
- Race
- Religious Belief
- Sex
- Sexual Orientation

3.4 Teachers know where children and young people with SEN are in their learning and development.

Teachers:

- ensure decisions are informed by the insights of parents and those of children and young people themselves
- have high ambitions and set stretching targets for them
- track their progress towards these goals
- keep under review the additional or different provision that is made for them
- promote positive outcomes in the wider areas of personal and social development
- ensure that the approaches used are based on the best possible evidence and are having the required impact on progress

4. Children with Disabilities

Disability Statement

The Reddings Primary School will help all learners make the best possible progress. No child or adult will be treated 'less favourably' for a reason related to their disability and 'reasonable adjustments' will be made to ensure that the disabled are not at a disadvantage. (Disability Discrimination Act 2001)

4.1 Some learners in our school have disabilities and consequently need additional resources. The school is committed to providing an environment that allows these learners full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access, and the designated points of entry for our school also allow wheelchair access. Teachers provide dyslexia friendly environments in classrooms. Many of our teachers and teaching assistants are 'in-service' trained to support learners with a hearing impairment.

4.2 Teachers differentiate teaching and tasks as appropriate for these learners. For example, they may give additional time to learners with disabilities to complete certain activities. In their planning teachers ensure that they give learners with disabilities the opportunity to develop skills in practical aspects of the curriculum.

4.3 Teachers ensure that the work for these learners:

- takes account of their pace of learning and the equipment they use
- takes account of the effort and concentration needed in oral work, or when using, for example, visual aids
- is adapted or offers alternative activities in those subjects where learners are unable to manipulate tools or equipment, or use certain types of materials
- allows opportunities for them to take part in educational visits and other activities linked to their studies
- use assessment techniques that reflect their individual needs and abilities

4.4 Our school makes every effort to meet the learning needs of all of its learners without recourse to disapply or modify. We achieve this through greater differentiation of the learner's work, or through the provision of additional learning resources. In exceptional circumstances we may decide that modification or disapplication is the correct procedure and would only do this after detailed consultation with parents and the Local Authority and in line with sections 364 and 365 of the Education Act 1966.

5. Special Educational Needs

Our school provision and support for learners with Special Educational Needs and Disabilities operates with due regard to the New SEN Code of Practice (April 2015). The Governing board has identified a governor to have specific oversight of the school's provision in this area and our Head Teacher ensures that all those who teach and work with learners with special educational needs are aware of their responsibilities in line with the Code of Practice. The Inclusion Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel. Through Inclusion Learning Walks, meetings with the Assistant Head with responsibility for Inclusion and attendance at SLT meetings the Inclusion Governor has an up to date working knowledge of the practices taking place in school. The Assistant head with responsibility for Inclusion reports to the Governing Board termly.

5.1 Learners with Special Educational Needs have learning difficulties that call for special provisions to be made. Such learners can be identified on school records with the initial 'K'. All our learners are assessed when they join our school, so that we can build upon their prior learning. If our assessment shows that a learner may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEN Support. The school's Assistant Head for Inclusion will support teachers and parents in the process.

5.2 We record the strategies used to support learners with special educational needs with individual Learning Plans. The plans will show the short-term targets set for the learner, the teaching strategies to be used and any additional differentiated resources. It will also identify additional provision and interventions and indicate the planned outcomes and the date for the plan to be reviewed.

5.3 If reviews of an individual learner's targets and provision identify that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases learners will be seen in school by external support services. External support services will provide information for the learner's Learning Plan and any targets and provision that needs to be made. The new strategies within this plan will, wherever possible, be implemented in the learner's normal classroom setting.

5.4 If a learner continues to demonstrate a significant cause for concern, a request for an Education, Health and Care Plan (EHC Plan) will be made to the LA. A range of written evidence, incuding cycles of Assess, Plan Do, Review, about the learner will support the

request. In our school a child with an EHCP will have a working document outlining the statutory requirements which will be updated half termly by the Assistant Head for Inclusion and the Class teacher and/or teaching Assistant.

5.5 In our school the Assistant Head with responsibility for Inclusion:

- Manages the day to day operation of the Inclusion Policy and Inclusion Register
- Co-ordinates the provision for learners' special needs
- Supports and advises colleagues
- Oversees the records of all learners with special educational needs
- Acts as a link with parents, external agencies and other support services
- Monitors and evaluates the special educational provision and reports to the Governing body
- Ensures that the assessment of learners reflects, as far as possible, their participation in the whole curriculum of the school by breaking down the assessment into smaller stepsContributes to the professional development of all staff.
- Liaising with early years' providers, other schools, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

5.6 Allocation of Resources

The Head Teacher and Assistant Head for Inclusion, along with the Senior Leadership Team, meet annually to agree on how to use funds directly related to predictable and exceptional needs. The Assistant Head for Inclusion draws up the resources bid for the School Development Plan.

6. Higher Attainers.

Lesson planning includes strategies to ensure that higher attaining learners are empowered with their learning and accurate assessment of their current level of achievement ensures that lessons are pitched appropriately.

6.1 We offer a wide range of opportunities for our learners to develop increased self-confidence and self-esteem, increased enjoyment of learning, personal satisfaction, higher aspirations and ultimately better school attainment.

6.2 School based opportunities include:

- Being elected onto the school Council and being empowered to lead on school events
- Being part of the Sports Crew or being play leaders, developing their skills and passion for sport whilst helping to develop the skills of other learners.

6.3 Opportunities out of school include:

- Interschool Writing and Maths days for higher attaining learners.
- Interschool sports competitions and festivals.
- Having opportunities to perform such as at the O2 and at the Dacorum Dance competition.

- Entering a range of competitions for various areas of the curriculum such as poetry and art.

7. Children Looked After (CLA)

Our school has due regard for its responsibilities under Sections 22(3)(a) of the Children's Act 1989 and Section 52 of the Children Act 2004 in promoting the learner's welfare and educational achievement and gives particular attention to the educational implications of any decision about the welfare of those learners.

7.1 We ensure that all Children Looked After (CLA) have an effective, high quality Personal Education Plan (PEP) as documented in their Care Plan through liaison with social services.

7.2 Designated teachers take an active part in the review process of the PEP and act on any changes required to meet the learner's educational needs.

7.3 The Head Teacher, or CLA Designated Teacher (also the Assistant Head for Inclusion) attends Care Planning Reviews and Core Group Meetings.

7.4 The CLA Designated Teacher and class teacher take responsibility for on-going assessment and monitoring of attainment of learners in care through the Inclusion Register. Additional support within school and support from external services is arranged in order to bridge gaps in learning and bring learners up to age-related expectations.

7.5 The Head Teacher and CLA designated teacher are responsible for monitoring the funding for pupil premium plus children to ensure that the money is spent on the best educational support and services.

8. Partnership with Parents and Carers

The school works closely with parents and carers in the support of their children. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our inclusive support for our learners. The views of parents are regularly sought through questionnaires to ensure they have the opportunity to voice their views/opinions. Parents are informed of any changes to their child's provision and are directly involved in referrals to external agencies. Parents are invited to discuss their child's learning Plan at Parents Consultation evenings and the Assistant Head for Inclusion if available for parents to make appointments with on these evenings. Parents are invited to contribute to the target setting and review of their child's Education, Health and Care Plans. Parents are signposted to a range of support such as courses run by our DSPL (Delivering Special Provision locally) and associated organisations.

9. Admissions Policy

9.1 All applications for places at our school will be treated fairly. No child will be refused a place in the school because of their special need, disability, race, religion or belief, gender or background.

9.2 We value the importance of effective induction procedures with pre-school visits, parent's meetings and review of previous records. Before a child starts school, EYFS staff make home visits. If the school is aware of Special Educational Needs before a child starts school, we will endeavour to liaise with parents and outside agencies to gather information and assess the individual needs of the child. Where

resources are available, every effort will be made to support a child who has Special Educational Needs.

9.3 At The Reddings Primary School every effort will be made to provide support for those families from the ethnic minorities, especially those who speak English as an Additional Language or have come into the country recently.

10. Pastoral Support

At The Reddings we are acutely aware of the importance of pupil wellbeing and the very real impact emotional barriers can have on learning. We are committed to addressing such barriers through the pastoral support that is available to all children. Such support takes place through 1:1 sessions, group work and informal conversations. Weekly Pastoral meetings take place between the Assistant head for Inclusion and the Pastoral Lead Teaching Assistant to discuss and plan for the current caseload. This is part of our Therapeutic approach to supporting pupils which is embedded in school through Hertfordshire Steps

01.1 Strategies and resources used to support learners include:

- 1:1 sessions
- group work
- informal conversations
- Protective Behaviours.
- Roots and Fruits
- Risk Reduction Plans
- Individual Risk Assessment

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11. Summary

In our school the teaching and learning, achievements, attitudes and well being of every learner is important. We follow the necessary inclusive regulations to ensure that we take the experiences and needs of all our learners into account when planning, teaching and learning.