



**St Peter's Catholic Primary School, Waterlooville
Inclusion Policy**

Control Box

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Author	Lisa Knight	Review Date	July 2017
Committee	Full Board of Governors	Responsibility	Full Board of Governors
Associated Policies, Documents, Agencies: SEN Information Report Equalities Policy Supporting Children With Medical Needs Policy			

School Aims

The School aims to be an inclusive and caring community where all the children feel respected, safe and secure. To be able to offer provision for a range of children with different needs and requirements, and remove any barriers to learning so that every child is able make progress and achieve.

Introduction

Successful inclusion should result in every child feeling safe, valued, confident and happy. Successful inclusion is the responsibility of the whole school community; staff, pupils and parents/carers.

Inclusion encompasses all children, but particularly vulnerable groups include:

- Pupils with Special Educational Needs and Disabilities (SEND)
- Pupils who are most able (performing significantly above their peers)
- Pupils for whom English is a second language (EAL)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from traveller families
- Pupils under the care of Social Services
- Pupils who have been adopted
- Pupils who are young carers
- Pupils whose families are in crisis or under great stress
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school

Promoting and Supporting Inclusion

The Head teacher is responsible for ensuring the values and principles of inclusion are valued within the School and working with the Senior Leadership Team (SLT) and Inclusions Leader to ensure the policies and procedures impact positively on the children.

The Pastoral team within the school will meet weekly to review the support needed to promote successful inclusion. The team includes:

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- **Inclusions Leader** – may also be referred to as SENCO (Special Educational Needs Coordinator), who lead in co-ordinating support and provision for vulnerable groups. The inclusions leader will liaise with outside agencies who may be involved with vulnerable children. Concerns surrounding successful inclusion will be directed to the Inclusions leader.
- **Pastoral Leader** – facilitates communication between home and school including the 'Incredible Years' parenting programme and anti-bullying workshops and works with parents where a pupil's attendance is a concern. The pastoral leader ensures provision for most vulnerable groups of children (those for whom the school receives Pupil Premium funding is effective).
- **Emotional Literacy Support Assistants (ELSA)** – works with children in a small group or 1:1, offering support around emotional understanding, managing feelings, confidence and self-esteem. Our ELSAs runs a nurture groups for children identified as requiring additional emotional support.
- **Behaviour Support Assistants (BSA)** – works with individuals and small groups of children who require additional support around managing own behaviour and meeting the whole school expectations.

Regular discussions will take place between members of the Pastoral Team and class teachers to ensure relevant and pertinent information is shared effectively. Staff refer children to the above team for additional support.

Effective Learning and Teaching

School curriculum is planned to meet the specific needs of individuals and groups of children. When planning, teachers will set high expectations and provide opportunities for all pupils to achieve.

Pupils bring different experiences, interests and strengths to school which influence the way they learn. Teachers will plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively. To ensure that they meet the full range of pupils' needs, teachers will comply with the requirements of the equal opportunities legislation that covers race, gender and disability. Teachers will take specific action to respond to pupils' diverse needs by:

- Creating effective learning environments;
- Securing the children's motivation and concentration through engaging lessons;
- Providing equality of opportunity through teaching approaches;
- Using appropriate assessment approaches;
- Setting targets for learning;
- Developing positive relationships with students;
- Setting appropriate learning challenges;
- Responding to the diverse needs of the children;
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils;
- Providing other curricular opportunities to meet the needs of individuals or groups of children

Support Staff

A team of Learning Support Assistants (LSAs) and Special Needs Assistants (SNAs), with a range of experience and training, support children's learning in class and through specific, time limited interventions outside of the classroom. The LSAs will work in conjunction with the class teachers and Year Group teams to ensure that interventions are appropriate and learning is applied to class situations.

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Interventions will be planned by class teachers and overseen by the Inclusions Leader. Advice and training may be given from outside agencies such as Speech Therapists or medical professionals if required.

In order to ensure pupils receive appropriate support, deployment of LSAs and SNAs will be strategically managed by Senior Leaders in consultation with class teachers.

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Special Educational Needs or Disabilities (SEND)

The School will work within the guidelines set by the SEN Code of Practice (2014), the Child and Families Act (2014) and guidance from Hampshire SEN team. The School will use the 'graduated approach' (Assess – Plan – Do – Review) to supporting and identifying needs and removing barriers to learning.

Support may range from short term group interventions, to more long term, 1:1 support. Provision is continually monitored and reviewed.

Definition of SEND

Children have special educational needs and disabilities (SEND) if they have an identified need that calls for special provision to be made for them which is additional to and different from quality first teaching.

The broad categories of SEND are:

- cognition and learning
- sensory and/or physical
- communication and interaction
- social, mental and emotional health difficulty

Identification of SEND

Early identification and assessment are essential to the progress and achievement of children with SEN. A variety of early indicators will be used, including:

- Parental concern
- Pre-school information/transition
- Regular monitoring of progress and attainment for all children
- Advice from outside agencies and outreach workers from local Special Schools
- Screening tests e.g. Dyslexia Early Screening Test (DEST)

The Inclusions Leader will be responsible for monitoring and co-ordinating provision for all children who have been identified as having special educational needs.

Outside Agency Support

The School will collaborate with Children's Services and Health Services including:

- Hampshire Educational Psychology Services
- Specialist Teacher Advisors
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School Nurse
- Child and Adolescent Mental Health Services (CAMHs)
- Paediatrics and specialist Health Services
- Behaviour Support Team

Teaching and support staff will undergo Continued Professional Development (CPD) linked to the needs of the children in school. This will be externally provided training and courses or whole school training days.

Links with Riverside Special School and Robin's Oak will be used to assist in inclusion of any children for whom their expertise is required.

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Access to Information

Printed materials will be adapted so that children with literacy difficulties can access them, or access will be ensured by pairing children/peer support/extra adult support. This will be done in accordance with specialist advice.

Alternatives to paper and pencil recording will be provided, where appropriate, or access through peer/extra adult scribing.

A range of assessment procedures will be used within lessons (such as taping, role play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

SEND Register

While children require provision that is different from or additional to provision made through quality first teaching, they will be added to the SEND register, held within school. As barriers to learning are removed and special provision is reduced, children will be removed from the register. Parents will be informed if children are added to or removed from the register.

Disapplication and Modification

The School will, where necessary, modify or disapply the National Curriculum and its assessment arrangements. This would be in exceptional circumstances. The School will make every effort to meet the learning needs of all children, without the need to for disapplication. This will be achieved through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, learning will be supported through appropriate external specialists. In such cases, teachers will work closely with specialists to support the child. In exceptional circumstances disapplication may be the correct procedure to follow. This would only occur after consultation with parents and the Local Authority (LA). A school governor has responsibility for special educational needs and they will also be involved in this process. Every effort will be made to provide the necessary support from within the school's resources before considering such action.

Children with Medical Needs

Schools are required to make arrangements to support children with medical conditions.

Pupils with medical conditions that, if not properly managed, could limit their access to education are regarded as having medical needs. In these cases, the School will put steps in place to ensure children have access to all aspects of school life in a safe and supportive way. The School works in line with the guidelines set out in The Children and Families Act 2014, and further information can be found in the *Supporting Children with Medical Needs* policy.

Accessibility

The School is a single site school divided into phases. The main entrance has a ramp leading to double doors and steps with a white hand rail. The doors to the hall also have a ramp for access by wheelchairs. Classrooms are accessed by a flat path from which there is also wheelchair access. The School also has a medical room with a rise and fall bed.

English as an Additional Language (EAL)

All children and families are part of the school community and provision for EAL is used to reduce any barrier present as a result of language.

Definition

Children identified as having EAL are children whose main language spoken at home is a language other than English. It also refers to children whose parent's first language is something other than English.

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Identification

Pupils with EAL will be identified on starting school. If the class teacher or school feel a child or family would benefit from additional support around communication, advice will be sought through Hampshire's Ethnic Minorities and Traveller Achievement Service (EMTAS).

EMTAS

EMTAS aim to support schools in removing barriers and inequalities in attainment and achievement. They work alongside schools and families, and using our specialist knowledge, can help to improve educational outcomes for children and young people from Black, Minority Ethnic (BME) and Traveller heritages, including those learning English as an additional language (EAL).

They offer a range of services including:

- Bilingual support for children and young people at point of transfer into a new school in over 20 different languages.
- Advice and training on meeting needs of children learning English as an additional language.
- OfSTED guidance, advice and training on closing gaps between the performance of Black, Minority Ethnic, Gypsy, Roma and Traveller children, and others.
- EMTAS specialist teacher advice and support.
- Parental support and family working which includes family learning, translation of texts, letters and transition work for individual pupils.
- Guidance on the delivery of the award-winning Hampshire Young Interpreter Scheme ®
- Resources – loan of books, dictionaries and artefacts.
- Training for teachers, support staff and governors.
- Phonenumber service for parents and practitioners in a range of different languages.

Specific support from EMTAS can be accessed through a referral that is made by the school. Further information about EMTAS and the services they offer can be seen on their website www3.hants.gov.uk/education/emtas.htm

Provision

A designated teacher will oversee the provision being made for children with EAL. This provision may include:

- Access to dual language texts, posters and displays;
- Access to word banks;
- Opportunity for visual literacy techniques such as reading pictures and drama;
- Provide opportunity for higher order thinking;
- Opportunity for discussion and cooperative learning;
- Opportunities to communicate in their first/home language;
- Display artefacts and materials which reflect the children's home background;
- Encourage children to write their own dual texts, when appropriate;
- Plan learning opportunities in lessons which reflect ethnic minority backgrounds.

It is not School practice to withdraw children who are just beginning to learn English because it is recommended by EMTAS that English best learned when working collaboratively with English speaking children.

Most Able Pupils

The School recognises that children who are working significantly above age related expectations require additional provision. This may relate to curriculum areas of learning within school or areas of learning outside of school (e.g. musical or sporting activities).

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Identification and Provision

All children within the School are continually monitored and assessed to ensure children have an appropriate curriculum that will offer challenge. Opportunities for parents and teachers to share information about area of strength inside and outside school is made during parents evening throughout the year, as well as the end of year report.

Provision will be made through clear differentiation within the classroom and planning will identify opportunities for enrichment and personalised planning for children where necessary. A senior teacher will support other staff in ensuring opportunities are made and taken to enhance provision for stretching and challenging all children.

Using strong links with local secondary schools a wide range of enrichment events will take place throughout the year.

Dealing with Complaints

A parent or carer who wishes to complain about the provision or the policy should, initially, raise the concern with the Inclusions Leader who will try to resolve the situation. If the situation is not resolved to the parents' satisfaction, should see the School Complaints Policy on the school website, or available on request from the school office, for more information.