Russell Street School
Inclusion Policy

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014.
- SEN Code of Practice September 2014.
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and direct payments regulations) Clause 49; 2014.
- The SEN Information report regulations 2014.
- Teachers standards 2012
- The Human Rights Act (1998)
- Disability Act (2001)

Introduction

Russell Street School is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable. We believe that positive relationships are core to creating a fair, respectful and inclusive environment for learning.

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. Our Inclusion policy reinforces the need for quality first teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils. Our policy was developed after consultation with parents, local liaison group and the local authority.

Russell Street School Aims

We will...

- Promote high levels of self-belief and well-being
- Create positive relationships that allow good behaviour to thrive
- Inspire and motivate children to become successful and life-long learners
- Enable each child to respond positively to challenges and to achieve their best
- Provide outstanding learning environments
- Instil a sense of community - school, local, global

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND, EAL and G&T.
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

SPECIAL EDUCATIONAL NEEDS - IDENTIFICATION AND ASSESSMENT

Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.

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. A child of compulsory school age or a young person has a learning difficulty or disability if they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age,
or
(b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools .

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Russell Street's Special Needs Coordinator (SENCo) is Mr. David Thompson

We accept the principle that pupils' needs should be identified and met as early as possible. There are four areas of need as stated in the SEND Code of Practice, 2014
Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (LAC)

- Being a child of a service woman/man.

The SENCO works closely within the senior leadership team, using whole school monitoring data as an early identification indicator. We use a number of additional indicators of special educational needs

- the analysis of data, including entry profiles at EYFS, baseline information and end of EYFS data, SATs, reading ages, annual and termly pupil assessments
- The use of our local authority SEN criteria
- The following up of teacher concerns
- Following up parental concerns
- Monitoring individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers provide outstanding quality first teaching in a value based and varied curriculum. Teachers work to meet individual learning needs and to plan and teach lessons that remove barriers to learning. Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEN Code of Practice and local authority guidance. The Code of Practice and local authority guidance advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

An intervention or greater support will usually be triggered when, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work below age related expectations
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting interventions or greater support may incorporate specialist strategies. These may be implemented by the class teacher but can also involve other adults.

MONITORING AND EVALUATION OF SEND

Every teacher is a teacher of special educational needs and an inclusive teacher. Class teachers are responsible for the progress and development of all pupils in their class. Teachers monitor all pupils and identify and report any concerns about SEN to the SENCO. They plan and deliver differentiated activities and interventions for all pupils with identified SEN. These should be additional to or different from those provided as part of the school's usual differentiated curriculum. Teachers review the effectiveness of the intervention in securing

progress to inform the next steps in a graduated approach for support. They will inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress.
Termly monitoring of progress and target setting with the SENCo and Head teacher will track progress towards planned outcomes through the use of formative and summative assessment.

Teachers always collaborate with the SENCo to match classroom provision to the specific needs of the pupil. As part of the graduated approach we collaborate with outside specialists and work with the advice of the specialists to plan outcomes and provision.

The SENCo updates information about pupils on SEN register each term through monitoring. Class Teachers meet with the SENCo to discuss pupils on the SEN Register. All teachers and leaders gather parent views, pupil voice and staff views to monitor and evaluate the quality of provision. This approach promotes an active process of continual review and improvement for all pupils.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education Health Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed. Please see: our school local offer on our website for facilities at the school for children with medical conditions, disability and SEN; our Medical Conditions Policy

ALLOCATION OF RESOURCES

All children have access to a broad and balanced curriculum, delivered in a safe and stimulating environment as set out in the Quality First Teaching section of the *Provision Map*. Within Quality First teaching, teaching and learning has been developed in order to support children from vulnerable groups, with the philosophy being that good practice for vulnerable children is good practice for all children. Examples of these initiatives include:

- use of visual timetables
- a behaviour policy common to all classes
- visual, auditory and kinaesthetic teaching techniques
- focussed, specific learning objectives and success criteria, represented physically
- the use of formation assessment for learning techniques
- assessment of pupils' progress
- a focus on outdoor learning
- a thematic curriculum
- an emphasis on speaking and listening activities

INTERVENTION PROGRAMMES

Where appropriate, children who are considered members of vulnerable groups receive provision supplementary to Quality First Teaching. See the school's *Provision Map* for a full overview of these programmes which include-

- *Reading Recovery*
- *Better Readers*
- *Numbers count*
- *Fischer Family Trust*
- *Speech Mark* - speaking and listening groups
- *Talking Partners*

- *Maths and literacy layered target provision*
- *Write Dance*
- *Talk and Draw*

These resources are allocated in response to the teacher's identification of a child as having additional needs on the class's *Profile of Need* sheet. The teacher will then carefully select, with support from the SENCo and in liaison with the child and parents, the child's target for closing the gaps between his/her attainment and that of his or her peers. The intervention programme which will enable the child to achieve this target is then identified.

PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers. Further information is available on the Local Authority Local Offer

http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- 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
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- 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 the school 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 the school can help their child
- agreeing outcomes for the child
- making parents and carers aware of the Parent Partnership services

Links to support services

The school, its SENCO, and teaching staff have good working relationships from professionals from all of the extended services. Children in the school are regularly visited by professionals from the following agencies:

- Speech and Language Therapy Service
- Educational Psychology Service
- Primary Behaviour Support Service
- Special Educational Needs and Disability Inclusion Service

We also receive reports from Paediatricians, Occupational Therapists and Physiotherapists when these professionals have become involved with children in our care via a medical referral.

Transition

In Year 2, the teaching staff and SENCo work closely with the junior school to which the majority of our children transfer in order to make for a smooth transition. During a meeting with the Year 3 teachers, information regarding the needs and provision required to support vulnerable children is shared and documents such as Personal Education Plans are provided.

Radcliffe Group Liaison

The Senior Leadership Team and teaching staff are members of liaison groups within our cluster of local school. These groups meet regularly to share good practice and to plan for improvement within our schools. The SENCo is a member of the Radcliffe Cluster SENCo liaison group, which works closely with the Special Educational needs and Disability Inclusion Service in order to improve inclusive SEND practice .

SPECIAL PROVISION

The school has the following special facilities;

Russell Street School currently has:
• access ramps to the front and rear of the building and with access to the playground
• a wheelchair lift
• an automatic door to the front of the building
• a disabled toilet with shower
• sound proofing for children and adults with hearing impairments
Individual adaptions will be made for specific pupils e.g. chair supports and individual work stations. Please refer to the Accessibility Plan and Equality Policy for further information.

GIFTED AND TALENTED

Definition

The term **Gifted** refers to a child who has actual or potential achievement, at a very high level in the main curriculum subjects. Those children who are gifted often have very well developed learning skills. Gifted generally refers to the top 5% of the school population. (Approximately three children per year group).

The term **Talented** refers to a child who has actual or potential achievement in one or more specific fields such as art, sport, music or personal skills, but who does not necessarily perform at a high level across all areas of learning. Within the school we recognise that Able, Gifted and Talented pupils can excel in one area of learning or can be working at a higher level across the curriculum.

Aims

Our aims for the teaching and learning of Able, Gifted and Talented pupils are to:

- Identify academically able and gifted pupils
- Identify talented pupils showing high ability in creative or expressive arts or sport
- Provide an enriching, differentiated and challenging curriculum for all learners
- Provide an inspiring and creative curriculum where pupils have opportunities to develop effective thinking and creative skills, both independently and as part of a group
- Provide opportunities for children's specific skills or talents to flourish and to work at high academic levels, as appropriate
- Work in partnership with parents in order to meet the needs of able, gifted and talented pupils

Identification of Gifted or Talented Pupils

- Gifted children are identified and tracked on the school's assessment data
- Discussion with parents, prior to children starting school and during parents' meetings
- Formative assessment through the teaching and learning process, such as questioning, observations, discussions and analysis of work, across all areas of the curriculum
- Monitoring and assessment of attainment and progress data by class teachers, subject Leaders and the Senior Leadership Team
- Discussions with other professionals

Teaching Gifted or Talented Pupils

- High quality teaching and learning, incorporating differentiation, to meet the learning and personal needs of all children.
- Use open ended questions and activities that encourage children to respond at their own level
- The provision of enrichment/extension activities and tasks that require a greater level of cognitive challenge. Including, opportunities to apply their knowledge and skills in different contexts
- Opportunities for collaborative, social learning
- Recognise and support talents that are developed outside of school
- Encouraging independent learning and assessment of their own learning

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

Pupils with EAL are pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of our school.

Aims

- Removing barriers to achievement of EAL learners.
- To meet our responsibilities to our EAL learners by ensuring their equal access to the curriculum and other educational opportunities.
- To provide our EAL pupils with a safe, welcoming and nurturing environment where they are accepted, valued and succeed.
- Plan for and provide appropriate stimuli for language development.
- Encourage EAL pupils to use English by generating opportunities for active participation in lessons e.g. use of talk partners which provide good language role models for social interaction and learning.

.

OTHER INFORMATION

STORING AND MANAGING INFORMATION

Information is stored securely for all children and data protection is complied with and is a high priority.

COMPLAINTS

If there are any complaints relating to the provision for pupils with SEN or any issues related to the inclusion of children in our school, these will be dealt with in the first instance by the Head teacher or the SENCo. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available at the main office or on the school's website.

REVIEW OF THE INCLUSION POLICY

This policy was developed through consultation with staff, parents, carers and pupils. The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice annually. The outcomes of this review are used to inform the School Development Plan.

If you have an SEN query or question about inclusion in our school, you are invited to make an appointment to come in and talk to David Thompson (SEN coordinator).