



Inclusion Policy

Incorporating the Special Educational Needs and Disability (SEND) Policy,

'All teachers are teachers of pupils with special educational needs.'

Those with specific responsibilities in Medina Primary School are:

- Howard Payne – Head Teacher, Designated Officer for Safeguarding Children and Looked After Link Teacher (LALT)
- Emma Hibberd – Inclusion Manager
- Ros Hammerton – Deputy Head Teacher and Assessment Manager
- Christine Liddle – Governor with responsibility for Inclusion
- Debbie Milford – Pastoral Lead/ ELSA

Key Principles

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 years. January 2015
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010

This policy should also be read in conjunction with the following policies: Anti-bullying Policy, Behaviour Policy, Equalities Policy, Complaints policy, Accessibility plan, Child Protection & Safeguarding Policy and Intimate Care Policy.

- The needs of children and young people are at the heart of all that we do. Their views and involvement will be sought at all stages
- Parents/carers are key partners in the assessment, planning, implementation and review of the children's needs
- The participation of pupils in their own assessment, progress and target-setting is integral to the process of inclusion
- All children are entitled to access a broad, balanced and relevant curriculum, which includes the National Curriculum
- The needs of pupils will be assessed and reviewed regularly in consultation with the parent and child. Informed and challenging targets for progress will be set
- Provision will be suitably supported and scaffolded to meet individual and diverse needs to enable all children to reach their full potential
- All those working with children with special educational needs and disabilities will be trained and supported.

Provision for SEND

Teachers are responsible and accountable for the progress and development of the pupils in their class, even when pupils access support from teaching assistants or specialist staff. All teachers set high expectations for every pupil and aim to teach them the full curriculum, whatever the prior attainment. We have an embedded culture of high expectations of children with SEN. For most children, learning needs will be met through high quality and appropriately supported teaching from the class teacher and a teaching assistant, within a well-organised and carefully planned learning environment. High quality teaching and supported learning for individual pupils, is the first step in responding to pupils who have or may have SEN.

Termly reviews, called Pupil Progress Meetings with teachers and members of the Senior Leadership Team monitor children's attainment and progress. This is a review of progress, a time to discuss assessment results and make plans. This ensures early identification of children's additional needs, which is vital. When a child is not achieving levels at age expectation or there is an identified special educational need there will be a graduated response. Through careful identification of the child's need and barriers to learning, there may be adaptations made to the provision. Teaching in class will be at the heart of driving forward the child's progress. However, extra intervention may be planned for children to work in a small group or on a one-to-one basis with an adult.

Once a potential special educational need is identified, four types of action should be taken to put effective support in place – Assess, Plan, Do, Review – this is the graduated approach called SEN Support. Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the Inclusion Manager, in consultation with parents, will consider involving specialists from external agencies.

There is a single stage for children in school with additional needs known as SEN support.

Identification and Assessment of SEND

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils. This will be achieved through assessment, pupil progress and parents meetings, planning and delivery of lessons and extra targeted intervention. Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the Inclusion Manager, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child in collaboration with parents.

All children are unique and their needs will differ. However under the guidance of the Code of Practice, need shall be defined under four areas of SEN:

- Cognition and Learning
- Sensory and/or Physical
- Social, Emotional and/or Mental
- Communication and Interaction

Where a pupil is receiving SEN support, the school should meet parents at least termly (via SEN Support Plan meetings and Parents Evenings) to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school. This will be recorded on an SEN Support Plan. Some tests may be used to aid planning for individual pupils. Assessment will become increasingly detailed and sophisticated in line with the graduated response outlined in the Code of Practice, and thus may engage external professional support. These agencies include Educational Psychologist, Speech and Language Therapy, Multi-Agency Behaviour Support, Mental Health Support Team, School Nurse Team, Sensory Impairment Service, Child and Adolescent Mental Health Service, Occupational Therapy or Physiotherapy. A collaborative decision between the Inclusion Manager and parent will be made prior to administering diagnostic tests or referring to an external agency. Assessment will be about gathering information for a child. This will be gained from parents/carers, previous educational experiences, professional assessments and standardised tests. When a child needs to have a full assessment through the local authority, an Education Health and Care plan can be requested.

Monitoring, Evaluation and Success Criteria:

- The provision made for pupils with SEN is accurately recorded and kept up to date.
- Children are effectively identified as having SEN
- Children understand what their targets are and work towards them, with support from parents/carers
- Where appropriate, children with SEN support have SEN Support Plans, which have been co-produced with teachers/Inclusion Manger, pupils and parents, using information from external agencies. These are implemented and reviewed regularly
- Education, Health and Care Plan Annual Reviews are carried out on time, in line with LA and national requirements
- Support staff are trained and deployed effectively to meet the specific educational needs of pupils
- Liaison with external agencies inform EHCP Annual Reviews and SEN Support plans/Behaviour Plans
- All school staff are made aware of both the general and the specific duty of the school under current legislation.

Management

The Inclusion Manger is employed in a non-teaching role specifically for these duties which is linked to the level of need in the school. Currently she is employed at 0.6 of the school week. In line with the SEN Code of Practice, the Inclusion Manager is part of the senior leadership team of the school.

Governors

At Medina Primary School we have a named governor with responsibilities in Inclusion: Christine Liddle

The Governors will meet their statutory responsibilities as set out in the SEN Code of Practice:

In maintained Mainstream Schools

- The governing body should, in co-operation with the head teacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work
- The governing body may appoint a committee to take a particular interest in and closely monitor the school's work on behalf of children with SEN.

Continuing Professional Development

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff. The Senior Leadership Team will decide the necessary internal or external support to seek and this will be based on our school's priorities for the continuous professional development of the staff.

Partnership with parents

Parents are welcomed into the school as partners in the education and care of their children. Parents will have the opportunity to discuss progress and attainment with teachers termly. The responsibility to communicate with parents lies initially with the class teacher, who may call upon the Head Teacher or Inclusion Manager. If a child has additional needs, a joint appointment with class teacher and Inclusion Manager can be booked. At these appointments, actions for all parties may be planned in consultation with parents to remove barriers for learning and enable progress. Children, who have complex needs, will have an SEN Support Plan written with the parent and targets agreed with the child. Written parental consent will be sought as part of the process of referring a pupil to an external agency such as an Educational Psychologist (EP) or a Specialist Teacher Advisor (STA) where this has shown to be needed. Parents are encouraged to contact the school and arrange an appointment with the teacher if they are concerned about any aspect of school life or work.

Pupil Voice

Staff will seek the views of pupils through regular consultation with children in class, in small group and on an individual basis. Annual reviews of Education, Health and Care plans will be person-centred.

Transition

Strategies will be in place to ensure efficient and timely exchange of information across age phases and key stages, between schools, parents, involved agencies and the LA. This information will be used to effect smooth transition, apposite deployment of resources and accurate identification of any training needed in preparation for the coming year.

Equality Measures

Our resources will reflect the intercultural society within which we live and will avoid stereotyping. Particular areas addressed are: books, pictures, lesson presentations, notices and displays. Where stories present a sexist image this should be used as a discussion point and perhaps balanced by using a story presenting the opposite image.

Gender and sexual orientation

We recognise that the gender or sexual orientation of a child should not inhibit learning and aim to ensure that stereotyped attitudes and opinions are challenged. We are aware of the need to constantly examine our own attitudes and practices as well as those of the children. Responsibilities given in the classroom and the school can reinforce gender expectations e.g. males are the ones who 'sort out' the computers, females clear up the classroom. Images of girls and women should reflect the reality of our society today, i.e. many women work outside the home and bring up a family; also both men and women have begun to move away from the stereotyped job, career and domestic roles.

Culture

Culture is central to a child's identity. We aim to create a learning environment that will reflect the cultures of those within the school and within society at large. To this end all adults in the school must be aware of the cultures represented in the school and the community and the customs and attitudes within those cultures.

All staff need to be sensitive to the feelings of children and parents where these relate to cultural conflict. Staff need to reinforce positive attitudes towards intercultural education and equal opportunities. It is important that displays of work and the general ethos of the school should reflect the cultural diversity of the people within it and of the world in which we live and generate a positive attitude towards our multicultural society.

In furtherance of this we:

- Encourage the children to develop a positive sense of their own identity
- Recognise the creative opportunities afforded by a multicultural society
- All acquaint ourselves with the system parents use in naming children and ensuring correct pronunciation and spelling
- Ensure that all references to places of origin, religion and home language of the children are accurate and well informed with such information being obtained when children join the school
- Obtain and develop teaching materials which reflect the multicultural nature of society.

Language

All children will be encouraged to develop positive attitudes towards pupils with more than one language. They will be encouraged to share their languages in school and to value them by:

- Provision of bilingual books and ICT resources
- Notices and posters in a variety of languages
- Ensuring that parents/carers are given the opportunity to have important letters and written information from school translated or explained.

Race

We are committed both to taking a firm stand against any form of racism or racist attitudes and to promoting racial understanding and harmony. Any racist incidents will be recorded and dealt with in accordance with Portsmouth City Council Racial Harassment Guidelines for Schools. Concerns about racism, name calling incidents or abuse must never be ignored. Children must be given appropriate information when and where such situations arise. Issues to do with racism should be discussed in a manner that will lead to positive statements about our intercultural society being made by both adults and children. Parents of the victim and perpetrator should be informed when appropriate.

Abuse

The staff and governors of Medina Primary School will not tolerate:

- Any physical assault against a person or group (adult or child) because of colour, ethnicity, gender, levels of learning, disability or sexual orientation
- Derogatory name-calling, insults or jokes relating to the above point
- Insulting graffiti or other written insults (including texting and emailing)
- Provocative behaviour such as wearing racist badges or insignia
- Any racist or sexist material such as leaflets, comics or magazines being brought into the immediate vicinity of the school
- Any threats against any person (adult or child) because of colour, ethnicity, gender, levels of learning, disability or sexual orientation
- Any racist or sexist comment in the course of discussion in lessons
- Any attempts to recruit pupils to racist organisations or groups.

Emma Hibberd
Inclusion Manager
January 2022

Date for reviewing: November 2022