

# **Fleecefield**

# **School**

## **Inclusion Policy**



**To be reviewed Summer 2018**

**This policy should be read in conjunction with Fleecefield’s SEND information report (‘Local Offer’) which can be accessed on our website.**

**It is the aim of this policy to support our children in :**

1. Being Healthy

- Children will be supported through a variety of measures to ensure that they are mentally and emotionally healthy.

2. Staying Safe

- A safe and secure environment is provided to enable all learners to achieve their full potential.
- Teaching children to be safe.

3. Enjoying & Achieving

- Children of all abilities are supported to achieve personal and social development.
- Provide opportunities for all pupils to achieve their full potential regardless of educational need.
- Provide an environment where all pupils regardless of any physical disability can access the social and educational aspects of school.
- Encourage and support inclusive learning, gender, culture, academic, social and emotional needs.
- Ensure pupils with EAL have equal opportunities to achieve and reach their potential.

4. Making a Positive Contribution

- Where possible involve children in decisions about their future role in school.
- Encourage positive behaviour in the community which shows respect for others.
- Provide confidence raising opportunities which enable children to deal positively with life changes and challenges.

5. Achieving Economic Well Being

- Provide children with life skills to enable independent living and economic well-being.

**Successful inclusion enables all children with all educational needs to prepare themselves for their roles as adult members of our society, achieve their best and become lifelong learners.**

## **INCLUSION STATEMENT**

We recognise that there may be a diversity of special needs including learning, medical, emotional / mental health and physical.

We liaise closely with parents and carers to involve them with their child's learning and development. We recognise that they know their children well and we need to have their confidence to share, sometimes sensitive and personal, but key information about their child.

Pupils for whom English is an additional language also have specific learning needs to enable them to access the curriculum. It must be remembered that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

We aim to provide for pupils who are Gifted and Talented and recognise that they may need special provision in order to cater for their specific needs.

This policy should be read in conjunction with school aims, Learning and Teaching Policy, Child Protection policy and the Statement of Single Equalities and Community Cohesion.

## **ORGANISATION AND SUPPORT**

Each member of the school has an important influence on the education and welfare of the child with special educational needs, however it is the class teacher's responsibility in conjunction with the Inclusion Team (Assistant Headteacher for Inclusion, Lead Teacher for Inclusion, Home/School Liaison, G&T, Welfare) to ensure that the needs of all the children are met.

The Foundation Stage: This comprises of 2 part-time nursery classes, each with 30 children. Admissions are dealt with through the Local Authority and some places are allocated to children with known special needs. There are also 2 full time Reception classes, each with 30 children.

Key Stage 1: There are 2 x Year 1 classes and 2 x Year 2 classes, each with 30 children

Nurture Class: This has been set up to support children from Reception and KS 1 who find a busy classroom difficult. This could be for a range of reasons. The Nurture group provides an opportunity for up to 8 children for a maximum of 4 terms to receive a secure and reliable small class setting. Children can experience a nurturing curriculum from 2 specialist trained adults who actively work towards enabling successful re-integration into the mainstream class so that they can access the curriculum and participate fully in school life.

Key Stage 2: There are 2 classes in each year group from Year 3 to Year 6.

All classes throughout the school have extra support delegated according to need. There is a large team of full and part time teaching and support staff who possess a wide variety of qualifications, skills and expertise to support children with SEND, EAL and G&T needs.

The school provides a wide range of support, extension and booster programmes as part of our raising achievement and personalised learning provision. Speech and language needs have increased and the school has addressed this trend by working closely with the local speech and language service to develop programmes to deliver in school and train staff to provide specialist support.

### **SEND AND EAL**

Children who have English as an Additional Language and also have an additional SEND are helped towards accessing their learning by a variety of methods drawing on the support and resources within the school and from outside.

### **GOVERNING BODY**

The Governors have statutory responsibilities outlined in the Special Needs Code of Practice. We have named Governors responsible for Inclusion.

### **ACCESSIBILITY**

The Equality Act 2010 imposes a duty on schools and Local Authorities to make 'reasonable adjustments' to accommodate the needs of disabled members of the school community. Fleecefield Primary School aims to cater for the full ability range and the presence or absence of a special need is not a factor in the admission of pupils. However, in line with the Code of Practice, children with a Statement of Special Need or Education Health and Care plan must go through Admissions at the Civic Centre. This allows for the necessary consultations and ensures the needs of the child can be properly met.

Our Foundation Stage and Key Stage 1 classes are at Ground Floor level with Key Stage 2 on the first floor. There are ramps to make the school accessible. We have a disabled toilet facility, a dedicated Medical Room and a lift. There are sound field systems in one classroom in each year and in the halls.

### **MEDICAL TRAINING**

The school has a number of staff qualified in First Aid. Our Inclusion Officer (Welfare) has more advanced training which is regularly updated. Welfare staff are able to supervise children taking medication if required more than 3 times a day with parental permission. Staff members in the Early Years Foundation Stage (EYFS) have a current Paediatric First Aid certificate following LA approved training that is consistent with guidance set out in 'Practice Guidelines for the EYFS'.

Care plans will be devised in consultation with the parents, health professionals, SEND and welfare staff. All staff receive annual epipen training from the School Nurse Service.

## **IDENTIFICATION, ASSESSMENT AND RECORD KEEPING**

### **Identification**

Fleecefield Primary School recognises the significance of early identification of pupils with Special, EAL needs or pupils who may be Gifted or Talented.

### **Assessment**

The assessment procedure is generally initiated by the class teacher. The class teacher, Inclusion Team and Lead Teachers will continually monitor and assess pupil's progress through the school tracking systems. Information from the parents is also sought and valued. Formal assessments may also be administered by the Educational Psychologist attached to the school to identify support required for the child. Outreach Services may contribute to formative assessments on children.

Some Nursery children are identified with additional needs before they start at Fleecefield and are already receiving support from a wide range of services. The school continues to work in partnership with these services when the child enters nursery. An assessment is then made about whether the school needs additional support to meet the needs of the child. If extra support is needed then the school will apply to SEN Panel.

Where it is necessary to determine whether a pupils difficulties are due to SEND or EAL then a more in depth assessment may be required.

### **Record Keeping**

The class teachers and the Inclusion Team are responsible for the completion of all appropriate paperwork relevant to children receiving school support and for Statutory Assessment requests and the annual review of Statements and Education Health and Care plans. Non-class based teachers and support staff are expected to contribute to the records of children.

The Lead Teacher for G&T is responsible for completing the relevant paperwork, advising staff and supporting G&T children.

Class teachers and the Inclusion Team are responsible for completing the paperwork relevant to supporting pupils with EAL needs at all stages of achievement.

All records are considered to be confidential and are only accessible to concerned professionals and parents.

## **MONITORING PROGRESS**

Pupil progress will be tracked at a number of levels by:

- The class teacher and TSA responsible for the delivery and monitoring of IEP's.
- Regular reviews of the IEP's by the class teacher and member if the Inclusion team.
- Regular meetings with parents or carers and, where appropriate the children themselves.
- Completion of Provision Maps.
- Regular meetings between the class teachers and the Inclusion team.
- Annual reviews of statements and Education Health and Care plans.
- Pastoral Support Plan reviews.
- Regular audits of need.
- Evaluations at action group (Planning for Inclusion Group - PIGs).
- Use of school's general tracking and monitoring process.
- Review of EAL steps/stages.

### **SUCCESS CRITERIA**

Pupil success can be measured by:

- Completion of IEP targets.
- Progress up through the P Levels.
- Movement up through the EAL steps/stages.
- By a reduction in the quantity of support they require in order to continue progressing.
- Achieving their Curriculum targets / Foundation Stage Profile scale points.
- Achieving or exceeding their SATs targets.
- Boxall Profile (Nurture group assessment tool).

### **WORKING WITH SUPPORT SERVICES AND EXTERNAL AGENCIES**

The school promotes the value of specialist advice and support from a variety of professionals, including where special schools offer outreach links. The school also welcomes links with other educational, art and sport organisations who can promote pupils learning and provide enhanced opportunities for our gifted and talented children.

### **WORKING WITH PARENTS**

Positive parental involvement is important for the success of all children but it is particularly important for children who are gifted and talented, our ethnic minority families or those with Special Educational Needs. In accordance with the Code of Practice parents are involved at the appropriate stage. Parents are encouraged to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations, induction meetings and additional meeting as required. Pupils are asked their views and asked to assess their successes and areas for development.

Positive attitudes to parents, user friendly information, procedures and awareness of support needs are important. We recognise the importance of respecting the differing needs of parents and their perception of disability and /or communication and linguistic barriers.

We hold parent surgeries, drop ins and support family learning programmes as part of our commitment to working with parents. Where necessary we use the translation and interpretation service to ensure an understanding for all.

## **COMPLAINTS**

If any parent feels that the school is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy. Parents may also seek support from the Enfield Parents Centre (EPC).

## **CONTINUING PROFESSIONAL DEVELOPMENT (CPD) & Joint Professional Development (JPD)**

The school is committed to ensure all staff are able to meet the wide range of needs of the children at Fleecefield. To this end we provide a range of opportunities for CPD or JPD for staff through each year. CPD / JPD is provided through whole day CPD (INSET) days and regular, dedicated staff meetings or via external courses. CPD and JPD are planned for teachers and support staff. The needs of pupils and the interest areas of staff will also be taken into account when planning.

All staff receive child protection training in line with London Child Protection Procedures. Some senior staff and Chair of Governors have received safeguarding training which supports recruitment procedures for new staff.

## **POLICY REVIEW**

The Fleecefield Primary School Inclusion Policy will be reviewed annually which allows for any response to Local Authority or Government requirements.

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|----------|---|---|
| APPENDIX | 1 | Fleecefield Primary School. Code of Practice - SEND Stages          |
| APPENDIX | 2 | Inclusion - the Fleecefield Way                                     |
| APPENDIX | 3 | A language in common - Assessing English as an additional language. |
| APPENDIX | 4 | Pupil referral form.  |
| APPENDIX | 7 | Copy of individual education plan (IEP).                            |

# **Fleecefield Primary School**

## **Code of Practice - SEND Stages**

Under the SEN/D Code of Practice 2014 there are only two recognised stages of SEND support:

‘School Support’ and the ‘Education Health and Care Plan’.

Children on ‘School Support’ may be supported by additional school provision only or may have additional support from external agencies. For children needing only a simple intervention, noting this on a provision map may suffice.

For children who do not progress adequately with normal school based interventions an IEP will be required.

When a child has an Education Health and Care Plan they will need a Provision Map and an IEP.

All IEP's will be written in consultation with the Lead Teacher for Inclusion.

If a child in your class is not on the SEND register and you have concerns about them (related to SEND), then you will need to fill out a Pupil Referral Form and pass it onto the Lead Teacher for Inclusion - SEND.

## **Inclusion – The Fleecefield Way**

**Step 1:** Class teachers fill in a child referral form.

**Step 2:** Lead Teachers for Inclusion and class teachers meet to look at resources available in the year group, this includes deployment of staff. We will also consider the resources available within the school. The child has a provision map. Interventions are reviewed and amended each term as a result of discussions at Progress meetings. The rate of progress in response to an intervention will determine if or when the school moves to step 3.

**Step 3:** Lead Teachers for Inclusion carry out an in school assessment in conjunction with parents to further define needs and how to meet them. At this time the adults supporting the child may feel an Individual Education Plan is appropriate. Reviewed through termly consultations, the rate of progress after one term will determine if or when the school moves to step 4.

**Step 4:** Enlist further support and advice from outside agencies. The child has an (IEP). Reviewed each term by the child, their carers, the class teacher and a Lead Teacher for Inclusion.

**Step 5:** If informal support and advice has not already been taken from the Educational Psychologist (EP) now is the time to refer the child for an assessment. In complex cases a child may have been identified and referred at a previous step, however, the waiting time can be very long so the child will be going through the previous steps whilst on the waiting list for the EP.

**Step 6:** May consider putting the child forward for statutory assessment.

**Step 7:** If a child receives an Education Health and Care Plan (EHCP), a Lead Teacher for Inclusion, class teacher and any additional support staff if relevant, will write and review the standard school IEP each term. The targets will be related to the Outcomes identified in the child's statement; however they will be broken down into much smaller steps.

**Step 8:** The EHCP will be reviewed annually. If progress made is not considered to be adequate we go back to step 6 and ask for a change in the Education Health and Care Plan to enable progress