

# **Fleecefield**

# **School**

## **Inclusion Policy**



**Last reviewed on:** September 2023

**Next review due by:** September 2024

## **INCLUSION STATEMENT**

At Primary School we aim to provide an inclusive environment which values all learners as individuals, appreciating their differences and supporting them to fulfil their potential. Some children may encounter barriers when learning and we recognise that there may be a diversity of special needs including learning, medical, behavioural, emotional and physical. It is our job to provide the necessary resources and support to overcome those barriers. This might involve obtaining specialist advice or purchasing additional equipment or learning aids. Equally, it may involve adapting our teaching to ensure those learners can access a broad and balanced curriculum.

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 also aim to provide for pupils who are working at greater depth and recognise that they may need extra provision in order to cater for their specific needs.

This policy should be read in conjunction with our school's vision and values, Teaching and Learning policy, Child Protection policy and the Statement of Single Equalities

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

## **ORGANISATION AND SUPPORT**

Each member of the school has an important influence on the education and welfare of the child with special needs, however it is the class teacher's responsibility in conjunction with the Inclusion Team to ensure that the needs of all the children are met.

The Foundation Stage: This comprises of a part-time nursery class of 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. Again admissions are dealt with through the Local Authority.

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 KS1 who find a busy classroom difficult. This could be for a range of reasons: social, emotional, behavioural. The Nurture group provides an opportunity for up to 10 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 reintegration 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 can have extra support provided. 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 special educational needs and disability (SEND), English as an additional language (EAL) and gifted and talented needs.

The school provides a wide range of support, interventions and booster groups 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 are EAL learners and also have an additional SEND are helped towards accessing their learning by a variety of methods drawing on the support and resources of the leadership team.

### **GOVERNING BODY**

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

### **ACCESSIBILITY**

The SEN and Disability Act Code of Practice 2015 makes it unlawful for schools and Local Authorities to discriminate against disabled pupils for a reason relating to their disability without justification. 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 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 is investment in sound fields in the classrooms and in the hall.

### **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, SEN services and welfare staff. All staff receive annual Epipen training from the School Nurse Service.

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

### **Identification**

Primary School recognises the significance of early identification of pupils with Special, EAL needs or pupils who may be ahead in their learning and therefore working at greater depth.

### **Assessment**

The class teacher, Inclusion Team, lead teachers and deputy head will continually monitor and assess pupil's progress through termly assessment weeks, the school tracking systems and through termly progress meetings. 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 and are already provided 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. The school can apply to the Inclusion Fund for some additional funding in order to support the child during his/her nursery year. Children's assessments are entered onto the school tracking sheets where progress is monitored. This information informs 'Progress Meetings' and SEN meetings where staff can share concerns about learning needs.

Where it is necessary to determine whether a pupil's difficulties are due to SEN or EAL then a more in depth assessment may be required.

### **Record Keeping**

The Inclusion team holds and updates an SEND register. The class teachers and the Team are responsible for the completion of all appropriate paperwork relevant to children that receive School Support in line with the Code of Practice. Non-class based teachers and support staff are encouraged to contribute to the records of children.

The Inclusion team is responsible for completing the paperwork required for Statutory Assessment requests for an Education, Health and Care Plan (EHCP) and the process of the annual reviews.

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/TSA responsible for the delivery and monitoring of termly Individual Educational Plans (IEPs).
- Regular reviews of the IEP's by the class teacher and member of the Inclusion (SEN) team.
- Regular meetings between the class teachers and the Inclusion team.
- Annual reviews of EHCPs.
- Pastoral Support Plan reviews.
- Regular audits of needs.
- A termly assessment week
- Use of school's termly tracking and monitoring process.
- Termly progress meetings
- Parent consultation meetings.

### **SUCCESS CRITERIA**

- Pupil success can be measured by:
- Completion of IEP targets.
- Formative assessments
- Teacher assessments
- Progress up through the pre-key stage standards
- By a reduction in the quantity of support they require in order to continue progressing.
- 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 from our ethnic minority families or those with Special Needs.

In accordance with the Code of Practice parents are involved at the appropriate stage. Parents are given the opportunity 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 meetings as required. Pupils are given the opportunity to express their views and comment on their success.

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. 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 and Children (EPC).

### **CONTINUING PROFESSIONAL DEVELOPMENT (CPD)**

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

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.