



In our school we love deeply, respecting everyone and treating them with dignity;
we aspire with confidence, working hard and embracing challenge and
we serve God and the community, following the example of Jesus, to create a better world.

Ephesians 5:2 (NLT)

“Live a life filled with love, following the example of Christ. He loved us and offered himself as a sacrifice for us”

INCLUSION POLICY

Date: February 2023

Review Date: February 2024

Introduction

“All children have the right to a good education and the opportunity to fulfil their potential. All teachers should expect to teach children with special educational needs and all schools should play their part in educating children from their local community, whatever their background or ability.” (***Removing Barriers to Achievement, DfES, 2004***)

At Latymer All Saints C of E Primary School we believe that each pupil has individual and unique needs. However, some pupils require more support than others in order to reach their full potential. We recognise that different children will require different types of support for different lengths of time and that, in order for all children to be successful; we need to be able to plan for these needs accordingly.

Latymer All Saints C of E Primary School aims to ensure that all pupils have the opportunity to reach their full potential. In doing this we aim to provide a supportive environment with meaningful access to a broad and balanced curriculum.

This policy recognises the ‘Special Educational Needs and Disability Code of Practice: 0 – 25 years’ effective from 1st September 2014.

Aims

- To define inclusion as understood by all stakeholders
- To state the roles, responsibilities and expectations of all partners in the process of education (staff, parents, outside agencies, pupils) and to work collaboratively with these groups
- To hold teachers to account for the progress and wellbeing of all members of their class or for Year Group Leaders their year group
- To ensure that the specific additional needs of children are identified, assessed and provided for in the right way and at the right time, and to clarify the process of this
- To create an environment and culture that provides accessibility for all
- To involve parents/carers in their children’s progress and development in a constructive and meaningful way
- To ensure that all our “vulnerable groups” (groups of children who may experience barriers to learning and/or participation) are fully included in all areas of school life and achievement
- To develop the confidence and the learning behaviours of all children

- To value the positive contribution, achievement, success, safety, health and economic wellbeing of all children equally.

Definitions and Culture of Inclusion

Inclusion may be defined as involving “the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation” (***Index for Inclusion, Booth & Ainscow 200:13***). Inclusion affects culture, policies and practices, responding to diversity within school and community.

Special Educational Needs

The ‘Special Educational Needs and Disability Code of Practice: 0-25 years (Department for Education & Department of Health June 2014) is about preparing children for their future and recognising that all children have aspirations. Class teachers are teachers of special educational needs, and as such are responsible for the provision made for each child in their class. The curriculum is differentiated in order to allow each child to access the curriculum. We differentiate in a variety of ways. Teachers adopt a variety of teaching and learning styles to cater for the needs of their class.

A child or young person has SEND (Special Educational Need and Disability) if they have a learning difficulty or disability. The process of identifying and providing for children who have been identified as such can be found in the School’s SEND Information Report, which is on the school’s Website and has a link for the Local Offer (LEA) for SEND pupils.

Disability and Inclusion

“A person has a disability if he/she has a physical or mental impairment which has substantial and long-term adverse effect on his ability to carry out normal day to day activities” (***Disability Discrimination Act, 1995***)

At Latymer All Saints we are committed to challenging discrimination against those with disabilities, ensuring equality of access and preparing all pupils for life in a diverse society.

Roles and Responsibilities

“All teachers should expect to teach children with special educational needs.” (***Removing Barriers to Achievement, DfES, 2004***)

Provision for children with Special Educational Needs and Disabilities (SEND) is a matter for the school as a whole. It is the definitive responsibility of teachers to provide for children with SEND in their class and to ensure they have access to a broad and balanced curriculum.

All staff are responsible for helping to meet an individual’s special educational needs and for following the school’s procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor who takes particular interest in this aspect of the school.

All staff have a responsibility for identifying students with Special Educational Needs. Class teachers have the ultimate responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

The **Headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- there will be a named link governor for SEND (currently Mrs Roberta Couchman)
- SEND provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the 'Special Educational Needs and Disability Code of Practice: 0 – 25 years June 2014'
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The **SENCO** is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out or arranging for detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teachers in devising strategies, conducting 'Assessment Cycle' meetings and setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND register and records

- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, end of year tests and SATs
- contributing to the in-service training of staff
- managing Learning Support Assistants (LSAs)
- being a member of the Pastoral Support team and meeting regularly with the team to discuss the pastoral needs of the whole school.
- liaising with the SENCOs/INCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other.

Class Teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum, seeking support for this as needed
- providing learning experiences which are appropriate to the needs of the children in their class
- knowing which pupils in their class are on the SEN Register
- assessing and monitoring the progress of children with SEND, liaising with the Inclusion Leader/SENCO as necessary
- maintaining an SEN file for their class reflecting this information for each individual child and copies of all relevant target formats (including 'Assessment Cycles' with parents)
- managing interventions and other additional support and monitoring the impact of these in consultation with the Assistant Head Teacher for Pupil Progress.
- ensuring Teaching Assistants are supporting pupils in their class, as directed
- writing, evaluating and reviewing Targets and Pastoral Support Plans (PSPs) for children and sharing these plans with parents and children
- providing a detailed record of targets; the strategies adopted and their relative success for each child with special educational needs and disabilities.
- giving feedback to parents of pupils with SEND
- attending meetings for children and families in their class, including but not limited to, annual Educational, Health and Care Plan reviews, Team Around the Family (TAF) meetings and meetings with other professionals
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- attending appropriate INSET and courses.

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

At Latymer All Saints we believe that all children have different educational, pastoral and emotional needs, and adopt different strategies for learning. They acquire, assimilate and communicate information at different rates and in different ways, and therefore need a range of different teaching approaches and experiences. At Latymer All Saints we expect all children to make progress, no matter what their gender, ethnicity, background or disability.

Access to the Environment

Latymer All Saints Primary School is a single site school. Entrance to the building is through the main entrance for parents and visitors, which is level and therefore suitable for wheelchair access. Classrooms are accessible from the playground via outside doors which can be opened to accommodate wheelchair users.

There are disabled toilets situated by the school office, in the Welfare room and in the Reception, next to Reception Red Class, and there are disabled parking spaces in the car park.

We have made sure that there are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised; partially carpeted classrooms and classroom organisation to enable pupils to sit close to the teacher and whiteboard as appropriate. We seek advice from the Visual Impairment and Hearing Impairment Teams to ensure children can access all aspects of school life.

Children requiring equipment due to impairment will be assessed in order to gain the support that they require.

All areas of our school building are accessible to all. There are disabled toilet facilities. Classrooms are accessible and displays easily visible. ICT is used creatively and there are either projectors and whiteboards or large good quality monitors in all classrooms and both assembly halls.

English as an Additional Language (EAL) & Cultural Diversity

At Latymer All Saints there are a number of pupils who fall within the criteria of pupils who have English as an additional language. These children come from a range of ethnic backgrounds and are at different stages of acquiring English. Children are assessed for their language needs as they come into school and there are a number of staff who have expertise in the area of EMA, who can provide advice and support. Again it is the teacher's responsibility to find appropriate strategies to support EAL pupils in their class/year group.

Pupils at Latymer All Saints come from a diverse community, with a range of rich cultural backgrounds. The school takes opportunities to include and celebrate this cultural heritage through the curriculum and with extra-curricular activities.

Ethnic groups are tracked and monitored through school data, to ensure that specific issues that address cultural needs are met.

Pastoral & Emotional Needs

At Latymer All Saints we endeavour to provide an environment in which pupils can feel safe, stay healthy and enjoy school. Children's strong emotional and mental health is paramount if they are to enjoy success and make a positive contribution to school and the community.

A child or groups of children with emotional needs will also work closely with our learning mentors, to help support them in reaching their targets, at Latymer All Saints this may include group work or 1:1 sessions outside of the classroom or working alongside the pupil in a subject that they find difficult to stay focused in.

Resources and Provision

Each year a percentage of the school's budget is allocated to Special Educational Needs. The Senior Leadership Team is responsible for the deployment of this.

The Senior Leadership Team, which includes the SENCO, decide together on how to use funds directly related to statements and additional funding. Unless it is in the child's best interests and stated on their Education Health and Care Plan, these funds may not always be used purely for one to one support from a Learning Support Assistant.

Outside Agencies

At Latymer All Saints we work closely with a variety of outside agencies, including:

- specialist outreach teachers (specialisms such as pre-school special needs, neurological diversity, social, emotional and mental health difficulties, looked after children, specific learning difficulties, and moderate learning difficulties).
- social workers,
- the Educational Psychology Service (EPS)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech, physio and occupational therapists,
- Strengthening Wellbeing, Emotional Health, Relationships & Readiness to Learn (SWERRL) Team
- School and Community Health Teams
- Child Development Health Team at Cedar House
- Visual Impairment Service
- Hearing Impairment Service

Through a referral process we are able to seek advice and support from a range of professionals. Parents' permission will always be sought before a referral is made. Once the referral has been made they may meet with the outside agency in school or visit them in a clinic to share their perspective and to access advice and support. Please note that outreach services come into school to meet and advise teachers, parents will be informed of this but they don't always meet directly with parents.

Assessment

The school has a clear and thorough assessment policy. We believe that all children deserve to have their achievements and progress recognised and the school's curriculum reflects the different outcomes likely to be achieved.

Curriculum development takes into consideration the learning, emotional, spiritual and cultural needs of all pupils and assessment is an integral part of that development.

Success Criteria

This policy will be reviewed regularly. The following evidence may be sought to monitor success:

- Pupil performance data
- Attendance statistics
- Reduction in fixed term exclusions

- Success of Pastoral Support Programmes (number of children meeting targets and coming off programmes)
- Percentage of 'Assessment Cycle' targets met
- Reduction in number of pupils on the SEND Register
- Increase in parent/pupil satisfaction – parent/pupil voice.
- Measured and monitored increase in the impact of TAs support in raising pupil attainment (e.g. evidence of success of intervention programmes)

Complaints

The school's complaints procedures are set out in the school prospectus. Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements with the school from the LEA and/or the Independent Mediation Service. There is also a formal complaints procedure, should parents wish to make a complaint against the LEA.

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