

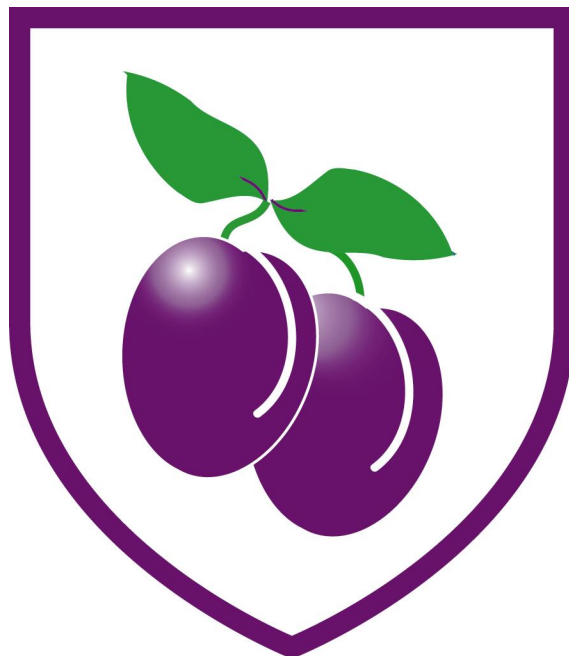
Plumcroft Primary School

Plumcroft Primary School

Universal high expectations

Knowing every child

In pursuit of excellence



Inclusion Policy

July 2020

INCLUSION AT PLUMCROFT

This policy will:

- provide a framework for the earliest identification for children who have special educational needs or barriers to learning
- develop strategies to support the identified needs of these children
- maintain and monitor effective assessment and record keeping procedures for identified children.
- promote a positive working partnership between parents of the identified children and the school, including regular meetings and written feedback
- identify the roles and responsibilities of staff in providing for children's additional needs.

At Plumcroft we believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils. Every teacher takes responsibility for every child including those with SEND and additional needs.

We aim to provide a happy, healthy and safe school by providing high quality pastoral care, support and guidance by listening to the concerns of children and parents.

We want all our pupils to feel valued, secure and to be given opportunities to learn by providing a differentiated curriculum that caters for the needs of all pupils.

We believe we have a duty to bring together and include all groups within the school and the local community and to invite them to use the school facilities for additional learning opportunities.

This policy was written after consultation with stakeholders. It pays due regard to the Education Act 2011, SEN Code of Practice (Sept 2014), the Special Needs and Disabilities Act 2001 and reflects the SEN Code of Practice 0-25 guidance. This policy should be read in conjunction with other policies including the Equalities policy and the Teaching and Learning Policy.

Aims

Plumcroft Primary School aims to:

- Promote the full academic, personal and social development of each child
- Help children become independent learners making full use of their knowledge and skills

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- Develop in all children the ability to work co-operatively and appreciate the achievement of others
- Value positively the multicultural and multilingual nature of the school community
- Provide a secure environment in which individuality of each child is fully recognised
- Develop the closest working relationship between parents, teachers, governors and the wider community

Objectives

- To identify children early and follow the assess, plan, do review cycle.
- Ensure appropriate provision is identified for those children, skilfully delivered and monitored.
- Provide appropriate training for staff in order to equip them to effectively meet the needs of these children
- To create a positive culture of equality by embedding these values throughout the whole establishment. This will be done through work in class, assemblies, whole school events and sustaining the ethos of inclusivity that permeates all areas of school life.
- To encourage an open door policy of positive communication, welcoming and supportive interactions and regular contact with parents and carers.

At Plumcroft School we believe that all children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that all children are entitled to a relevant and worthwhile education designed to enable individual pupils to participate fully in society and to contribute and benefit from it.

Pupils who have special educational needs or additional need of any sort should be supported wherever necessary to achieve full access to the whole school curriculum, including activities such as school journey, visits and clubs, as far as we are able. This will be done by a variety of means including employing skilled staff, using specialist equipment and resources and training.

Educational Inclusion

Through appropriate curricular provision, we recognise the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

We also recognise that there may be many barriers to a child's ability to reach their full potential. We work hard to offer equality of opportunity to all groups of pupils within school such as children:

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- from both sexes;
- who have Special Educational Needs;
- whose first language may not be English or who are Bilingual
- who are looked after;
- from minority faiths, ethnicities, travellers, asylum seekers, refugees;
- who are more-able in a particular area
- who are at risk of disaffection;
- who are young carers;
- from families who are under stress

We wish to work closely with the children in our school community and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

Identifying Special Educational Needs

A child has a special educational need if they have a learning difficulty that requires special educational provision to be made for them. A child's learning difficulty may be categorised under one or more of the following headings:

1. Communication and Interaction
2. Cognition and Learning
3. Social emotional and mental health
4. Sensory and/or physical needs

At Plumcroft we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child. This will inform our planning. We believe that no one child is the same and provision needs to reflect that.

We recognise that there are other factors that may impact on the above four areas but are not considered to be SEN e.g.: attendance or home circumstances.

How Inclusion works at Plumcroft:

Quality first teaching, differentiated for individual pupils is the first step in responding to pupils who may not be making adequate progress. Teachers are responsible and accountable for the progress and development of the children in their class where children are not making the expected progress;

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information is gathered and discussed at the SEN/Inclusion meetings. A decision is made as to whether to place them on the SEN register.

Early identification is vital. The classteacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher, the Assistant Head for Inclusion and Senco assess and monitor the children's progress in line with existing school practices. Please refer to assessment policy.

The Assistant Head for Inclusion and Senco works closely with parents and teachers to plan an appropriate programme of intervention and support.

There is recognition that children with SEN or EAL may make small steps and need appropriate means of tracking progress.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The school assesses children who are working at below the level of The National Curriculum using the PIVATS system (in line with P Level scores).

The school uses a graduated approach to respond to children's special educational needs:

SEN Support

When a child is not making expected progress, the Inclusion Team will look carefully at all aspects of their development and experience. The school uses the asses, plan, review, do cycle by identifying what the core difficulties are. We look at how the child learns best and plan appropriate strategies to meet their needs. Progress is monitored closely and next steps discussed as team.

EHC plans

The LA seeks a range of advice before proceeding with an EHC needs assessment. The needs of the child are considered to be paramount in this. Parents/ carers are central to the information gathering and planning for the EHC plan.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities. At Plumcroft we want children to experience levels of understanding and rates of progress that bring feelings of success and achievement. We are committed to implementing the requirements of The National Curriculum Inclusion Statement that will meet the needs of most children. To accommodate pupils who are designated as having special educational needs, the school provides:

- a range of strategies to meet children's special educational needs with class teaching. Multi-sensory approaches are considered essential practice to support the children's learning. Lessons

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have clear learning objectives; we seek to differentiate work appropriately, and we use assessment to inform the next steps of learning.

- individual target cards are used to inform adults, children and parents about the child's specific aims.
- individualised teaching programme designed to meets the needs of each particular child. Individual termly work plans and pupil passports support these.
- provide modified or specialist equipment when necessary in addition to generally available classroom resources to support independent learning.
- specialist teachers and/or Teaching Assistants to provide support enabling appropriate access to the curriculum via class, small group and individual support.
- A curriculum appropriately modified and resourced to meet individual or group need.
- Support to promote access to the social curriculum through social communication skills groups, playtime clubs, TA support at playtime and support to vulnerable children.
- We draw on the expertise or more specialised external agencies and professionals to support our children.
- We have a specialist intervention classroom for children who have social communication difficulties and access to this is decided by the Inclusion team. Children are still very much included in their class activities and learning if they access this intervention.

Dyslexia Friendly Status

Plumcroft gained its Dyslexia Friendly Status in December 2016. Since then, we have continued to deliver high quality support and provide interventions for those children with dyslexia. We ensure that:

- All staff are responsible for meeting the needs of pupils with dyslexia and have an understanding of the implications this has on the subject they co-ordinate.
- Staff use multi-sensory techniques to facilitate learning. Pupils access the curriculum through differentiated tasks, outcomes and resources. Staff produce learning materials that are dyslexia friendly.
- A big emphasis is on raising the confidence of our dyslexic learners or those that show signs of Dyslexia.

External Agencies/Facilities and support services

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The school works closely with other agencies to focus on the identification and provision for those children who have special educational needs. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child.

The following services are available to/involved with the school:

- Educational psychologist
- Specific learning difficulties team(STEPS)
- Sensory Impairment Team.
- Speech and language therapist
- Children's services
- Educational social welfare
- Child and Adolescent Mental Health Service
- Health service
- Occupational therapist
- ASD Outreach service
- Behaviour outreach team (Waterside school)
- Outreach Learning Mentor Team
- Greenlights project (MENCAP)
- Counselling Service – Amber Light (Budget Dependant)

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. There is a clearly defined rationale for each context.

Partnership with Parents

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education. We recognise and value the contribution of parents and know how much knowledge they have of their own child, and how valuable this sharing of information can be. We believe that parents are partners in their child's education and that it is vital that we work together to ensure that their child's needs are being met.

To ensure this:

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- parents are informed of concerns and meetings are arranged with class teachers and/or the Assistant Head for Inclusion/SENCO to discuss issues and strategies.
- meetings are arranged to share the progress of special needs children with their parents
- parental permission is sought for any outside intervention, and the school arranges meetings between parents and outside agencies. Any information arising from interventions is fed back to parents either directly or through the school.
- Parents who have concerns and wish to talk to the SENCO/AHT can make an appointment through the main office.
- we share the process of decision-making by providing clear information relating to the education of children with special educational needs,
- to ensure partnership, the school will seek to engage the services of a translator where requested by parents or deemed necessary by the SENCO/AHT
- parents have the right to access the records relating to their child.

Queries and Complaints

Parents are partners with the school and are welcome to query decisions made by the school through the schools designated channels. They should discuss the matter with the class teacher first. If the matter is unresolved then they should make an appointment with the Head of Inclusion to discuss the issue in more detail. If further advice is required, the parent should contact the chair of Governors, Pauline Austin.

In-Service Training

Allocation of Resources

- The Assistant head for Inclusion is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for EHC plans.
- The Head teacher informs the governing body of how the funding allocated to support special educational needs has been deployed. The Head teacher, Assistant Head for Inclusion and Senco meet regularly to agree on how to use funds directly related to statements/EHC plans. The Assistant Head for Inclusion is informed of the relevant funding streams for SEN.
- TAs are allocated to children with statements/ EHC plans in line with their statutory entitlement and on a needs led policy. Due to the SEN funding procedure in Greenwich, the SLT makes informed decisions about support for children who previously would have fitted the criteria for Statutory Assessment. The school's intervention map identifies the extra intervention that is being provided throughout the school. This is very closely linked with assessment data.

Analysis of Best Value

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The Assistant Head for Inclusion, the Senco and the school management use both quantitative and qualitative analysis in the evaluation of Inclusion provision. The following criteria are used to establish best value:

- Pupils on the SEN register having made appropriate progress according to identified individual need.
- Lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated to pupils with special educational needs.
- Performance management cycle
- Monitoring of SEN provisions, gathering information on pupils, staffing and systems in place to increase access to the curriculum
- Monitoring of pupils using P levels, small steps in the national curriculum, as well as individual targets. Some children will be assessed using the Renaissance Learning tool if appropriate.

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Future Planning

Future planning takes place in accordance with

- On-going evaluation of best value
- Annual SEN budget
- On-going LA and government directives
- Prior knowledge of specific admissions
- School Improvement Plan and identified SEN issues

In service training in respect of SEN/Inclusion is available for the whole school or individual members of staff. The provision of training will be allocated where there is deemed to be a recognisable need and will be delivered by one of the following;

- SENCO or Assistant Head
- LEA support services
- External consultants/trainers

Training will be identified

- As a result of target setting from The Senior Leadership Team
- From a whole school need
- Relating to the School Improvement Plan
- Through the specific need of an individual child/group
- As part of the performance management cycle

Transition.

- Liaison with secondary schools takes place via the Assistant Head for Inclusion/Senco to ensure that there is information sharing on children who have special or additional needs and are transferring to secondary school. This mainly happens on the Transition day that takes place every May. The Assistant Head for Inclusion/Senco will then follow up with a more comprehensive detailed programme for transfer if appropriate. This may involve staff doing extra visits with children to their allocated Secondary School. All records are transferred to the new school.
- We organise and attend relevant transition meetings in order to handover information about children who have additional needs. This occurs at the main transition points during a child's school career.
- Children are sometimes supported with transition between year groups (See SEN information report on website)

Links with other schools

- We encourage links with other schools to share good practice and share resources. We often use other schools when supporting staff with their own professional development. On occasions, we will link with other Inclusion teams to share good practice or to discuss particular children. We have on occasions had children on roll who have a part time placement at other schools e.g. Willowdene or a DSP.

Monitoring and Evaluation

The Assistant Head for Inclusion/Senco monitor the movement of children within the SEN system in school. The Assistant Head for Inclusion provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The Assistant Head for Inclusion is involved in supporting teachers involved in drawing up Individual targets for children. There is a programme of regular meetings between the Assistant Head for Inclusion and the named governor with responsibility for special needs. We regularly and carefully monitor and evaluate the quality of provision we offer our pupils. We do this by analysing assessment data, doing observations and discussions with staff. We also consult with children and parents to gain their views. This informs future planning.

Success Criteria

- Improved staff confidence in meeting the need of children with special needs
- Written targets which are specific and measurable
- Appropriate progress of pupils on the Code of Practice
- Consistent identification of children with SEN
- Increased access to the curriculum for children with SEN
- Evidence of targets feeding back into class planning
- Improved pupil/parent participation in target setting and reviews

Roles and responsibilities

The Governing body

The responsibility for establishing and monitoring a special needs policy lies with the governing body. It has chosen to delegate that responsibility to the Special Needs Coordinator/ AHT through the Head teacher. However there remains a statutory duty on the governing body to ensure that the policy exists and is implemented.

The Governing Body of Plumcroft will:

- do their best to secure that the necessary provision is made for any pupil with SEN having regard to the Code of Practice.
- where the LA has reported that a child has SEN, ensure these needs are made known to all those who are likely to teach him/her
- ensure that teachers are aware of the need to identify and respond to pupils with SEN
- appoint a member of staff to be responsible for Inclusion (SEN Governor)
- produce an Inclusion policy for pupils with additional needs and report on it annually to parents
- ensure that barriers children may have do not unnecessarily restrict the access of any pupil to school activities
- consult the LA and other schools where appropriate, to co-ordinate provision
- responsibility for ensuring that the school complies with all equalities legislation

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel, pupils, parents and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring the following policies are in place and kept up to date:
 - Disability Equality Scheme
 - Special Educational Needs
 - Equal Opportunities
- responsibility for monitoring the educational achievement of all the above groups;
- responsibility for ensuring that the statutory responsibilities of the SENCo are met;
- the task of ensuring the composition of the school personnel and that of the governors reflects groups within the local community;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of items included in this policy;
- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy
- The present Assistant Head for Inclusion Maria Taylor and present SENCo Hetal Patel

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Role of the Coordinator

The responsibilities of the Assistant Head/SENCo are:

- Overseeing the day to day operation of the school's Inclusion policy
- Coordinating provision for children with special educational needs
- Liaising with and advising colleagues
- Managing Teaching Assistants
- Overseeing the records of all children with special educational needs
- Providing support (if needed) for new arrivals and children within the school who have English as an additional language
- Liaising with parents of children with special educational needs or additional needs
- Identifying, contributing to, and leading the in-service training of staff
- liaising with external agencies including the LA's support and Educational psychology services, health and social services, and voluntary bodies
- Liaising with Class Teachers in the management of children with emotional, behavioural and social difficulties and overseeing the Pastoral Support Plan (PSP)
- make every effort to ensure that all pupils are able to take part in educational visits by checking the suitability of every venue
- being the lead professional in some TAC meetings
- keeping the Head teacher, Senior Management Team and Governors fully informed
- to support access to an appropriate curriculum for children with special needs
- to provide a model of inclusive practice.
- managing PPG and LAC funding appropriately under the direction of the Deputy Head
- maintaining professional development and keeping up to date with new legislation concerning SEN
- To monitor the needs of more-able students and ensuring their needs are being appropriately met

Role of the classteacher:

The responsibilities of the Class Teacher are:

- to plan for and include additional provision for pupils with SEN or additional needs to oversee and coordinate provision within their class, including use of additional adults
- to liaise with the Assistant Head for Inclusion/Senco over strategies and provision for children with special needs and to communicate new concerns either within the SEN interviews, or as they arise
- to write and monitor individual targets for the children with special needs twice a year in October and February. These should be recorded on the target cards
- to monitor the progress of children with special needs or those with additional needs, using school tracking sheets and to use this to plan an appropriate curriculum
- To create a Personal Passport for children with complex needs if relevant

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- To create a Termly Work plan for children with complex needs
- To communicate targets and progress to parents

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- recognising children with significant emotional, behavioural and social difficulties who may need further intervention strategies

Parents/carers will:

- be aware of and comply with this policy
- work in partnership with the school
- comply with this policy for the benefit of their children
- be asked to take part periodic surveys conducted by the school
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school
- We ensure all school personnel have equal chances of training, career development and promotion.

Training

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities. This will also happen after performance management cycle if appropriate and relevant.

Equality impact assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Accessibility

Plumcroft is an inclusive school that welcomes children with a variety of needs. This requires ongoing commitment from Governors, Headteacher, all staff, parents and children if it is to be achieved in a positive and successful way. The new Vincent Road site has been built to be fully

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accessible with two lifts to the second floor, wide corridors and disabled toilets as well as a hygiene room. The Plum Lane site has a more challenging environment as it is on three levels.

We include all children on all trips where possible. Special provisions are made for children who need extra support to enable them to take part. This may involve assistance with transport from one destination to another or a designated adult for the duration of the trip.

At Plumcroft, we take into careful consideration the needs of disabled pupils. There is a Disability Discriminations Policy in place to help address and outline strategies to help promote the inclusion of disabled students and staff.

Monitoring the effectiveness of this policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, Head Teacher and nominated Governor and the necessary recommendations for improvement will be made to the Governors.

Bullying

All cases of Bullying are taken very seriously and steps are taken to ensure and mitigate the risk of bullying for vulnerable learners. Please refer to Bullying Policy for further information.

Headteacher:		Date:	
Chair of Governing Body:		Date:	

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Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Governors	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups																					Conclusion							
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓				✓			

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

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