

St. David's School Inclusion Policy

MOD Schools defines inclusion as:-

'The process of developing flexible systems, to support the educational needs of all children and young people in their local community.'

At St. David's School we aim to be inclusive and strive to increase the participation of all by recognising that:-

- All children, young people, parents/carers and staff are of equal value.
- Differences between children and young people are opportunities to support learning, rather than problems to be overcome.
- All children and young people have a right to a good quality education.
- All children may experience barriers to learning and participation
- Intervention to overcome barriers to learning and participation for children and young people, who are a focus of concern, can be used to benefit others more widely.
- Inclusion in education is an aspect of inclusion in society. The development of community and shared values, is as important to a school as the achievements of children.

At St David's School we focus on individual progress as the main indicator of success.

- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
- Some pupils in our school may be underachieving but will not necessarily have a special or additional educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special or additional educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational or additional needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils.

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the MOD Schools and other outside

agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

All staff at St David’s School have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special or additional educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Inclusion at St David’s School is achieved by:-

Creating an inclusion culture with inclusive values across the school community, where:-

- Our school values underpin behaviour and relationships
- Everyone is made to feel welcome.
- Students help each other.
- Staff collaborate with each other.
- Staff and students treat one another with respect.
- There is a partnership between staff and parents/carers.
- Staff work well together.
- The local community is involved in the school.
- There are high expectations for all students.
- Staff, students and parents/carers share a philosophy of inclusion.
- Students are equally valued.
- Staff and students treat one another as human beings as well as occupants of a ‘role’.
- Staff seek to remove barriers to learning and participation in all aspects of the school.
- The school strives to minimise all forms of discrimination and celebrates differences.

Producing inclusive policies which challenge and support diversity by making sure that:-

- Staff appointments and promotions are fair.
- All new staff are helped to settle into the school.
- The school makes every reasonable attempt to make its buildings physically accessible to all people.
- All new students are helped to settle into the school.
- The school arranges teaching groups so that all students are valued & succeed.
- All forms of support are co-ordinated.
- Staff development activities help staff to respond to student diversity.
- ‘Special or additional educational needs’ policies are inclusion policies.
- The Special Educational Needs Code of Practice is used to reduce the barriers to learning and participation of all students.

- Support for those learning English as an additional language is co-ordinated with learning support.
- Pastoral, emotional and behaviour support policies are linked to curriculum development and learning support policies.
- Barriers to attendance are reduced.
- Bullying is recognised and responded to.

Inclusion practices are constantly evolving, ensuring learning is co-ordinated and resources are effectively monitored, by:-

- Planning teaching with the learning of all students in mind.
- Supportive Transition arrangements – Home/School/FS1/FS2/Y1 etc.
- Lessons encourage the participation of all students.
- Lessons develop an understanding of difference.
- Students are actively involved in their own learning.
- Students learn collaboratively.
- Assessment celebrates the achievements of all students.
- Classroom discipline is based on mutual respect.
- Teachers plan, teach and review in partnership.
- Teaching assistants support the learning and participation of all students.
- Homework contributes to the learning of all and is accessible by all
- All students take part in activities outside the classroom.
- Student difference is used as a resource for teaching and learning.
- Staff expertise is fully utilised.
- Staff has access to resources to support learning and participation.
- Community resources are known and drawn upon.
- School resources are distributed fairly so that they support inclusion.

These strategies and practices support our inclusive ethos and underpin policies across the school. Ongoing Monitoring and Evaluation is carried out through our policy review cycle and this statement is reviewed every two years, in the light of the outcomes of policy reviews.

Where pupils are identified as having additional educational need requiring adjustments to support learning, at either end of the spectrum:

Our objectives in fulfilling this are:

1. Planning allows access to the curriculum, building on pupils' existing concepts, attitudes, abilities and experiences.
2. Effective procedures for identification, assessment, reporting and review are applied consistently, as outlined in the section on identification, assessment and provision.
3. Information is exchanged between relevant staff, including Learning Support Assistants, to provide continuity of learning, appropriate teaching styles and content e.g. via Individual

Learning Plan) review meetings and parents consultations. Individual records will be passed on to the next teacher at a meeting between him/her and the child's previous educator. Information will also be passed between phases/schools.

4. Children are involved in developing learning strategies & targets which they understand or accept as relevant and appropriate. These are shared with and supported by parents, relevant staff etc and reviewed regularly.
5. Attitudes to pupils with SAEN are positive and there is recognition that needs may be temporary and related to factors in the child's home or school environment.
6. Liaison between home, school and other involved agencies is developed and maintained, including the sharing of assessments, ILP's and reports. Regular multi-agency meetings ensure co-ordinated support for pupils.
7. Relevant resources are designated and maintained to provide specifically for the programmes designed for children with SAEN, and are kept in the hall. (See attached appendix A)

The SAEN Coordinator

A member of staff has been designated as responsible for the day to day operation of this policy.

The co-ordinator's role includes:

Supporting the endeavours of staff members to cater for pupils with SAEN by:

1. Discussion of each pupil's needs in the light of perceived need.
2. Assisting with the provision of relevant resources, including human ones, and monitoring their use and effectiveness, with the aim that this will be both flexible and imaginative.
3. Facilitating support for individuals and small groups
4. Supporting and enabling liaison between teachers and parents.
5. Liaising with personnel from outside agencies and accessing their findings to staff.
6. Liaising with Learning Support Assistants in order to:
 - (a) Enable them to work more effectively when supporting children with SAEN.
 - (b) Gain feedback on the effectiveness of activities and other interventions undertaken.
7. Organising and contributing to in-service training of staff, SGC reports and meetings.

IDENTIFICATION, ASSESSMENT AND PROVISION

1. The SAEN co-ordinator is responsible for:-
 - Maintaining the school's SAEN register and provision mapping.
 - Keeping or overseeing records on pupils with SAEN, including MOD Schools' ILP information gathering procedures.
 - Overseeing the planning, writing and review of Learning Plans and Action Plans which identify clear (SMART) targets for pupils and which are readily understandable by all.
 - Supporting and monitoring the delivery of intervention programmes and support.
 - Monitoring and assessing impact of provision for individuals and groups.
 - Assisting with the writing of referral forms, leading on MASO enquiry procedures and development of SCAN Plans when appropriate.
 - Liaising with outside agencies.
 - Working in partnership with parents of children identified with SAEN, right from the outset and every step of the way.
 - Ensuring a copy of the Special and Additional Educational Needs Policy readily accessible to all Stakeholders.
2. Provision will be made, according to the financial resources of the school, for funding materials relevant to SAEN needs.
3. Initial perception of needs may be through class teachers, parents or other professionals.
4. It is the responsibility of the class teacher to gather a range of information, make an initial assessment and inform the SAENCo and parents.
5. It is the responsibility of the SAEN Co-ordinator to register the child's needs, attend Pupil Progress Meetings and ensure speedy intervention is in place.
6. Assessment may be made through:
 - Foundation Stage Profile.
 - National Curriculum tasks and tests.
 - Pupil transfer records.

- Appropriate screening tests eg Benchmark, Sandwell Maths, York
 - Teachers Nomination; Assessments eg Rising Stars Assessment
 - Outside agencies e.g. SaLT; EP; Paediatrician.
 - Observations
 - Pupil voice
 - Work samples
7. Review procedures will be carried out in accordance with criteria laid down in the Code of Practice and carried out by the SAEN co-ordinator in co-operation with the class teacher, normally half termly.
 8. Provision will normally be made in class alongside the child's peers.
 9. The effectiveness of SAEN provision is reviewed half termly at a scheduled staff meeting & via Pupil Progress Meetings.
 10. The school follows the authority's policy on inclusion – see Accessibility Plan.

SCHOOL STAFFING POLICY AND PARTNERSHIP WITH PARENTS AND OUTSIDE AGENCIES

1. Arrangements will be made to allow staff to benefit from in-service training by:
 - Attending seminars given by visiting support service personnel
 - Attending relevant off-site or online courses, where resourcing is available
 - Hearing feedback and reports of courses
 - Coaching or mentoring sessions, working alongside a colleague
2. Opportunities for parents to discuss, comment on and contribute to provision for their children will be facilitated and welcomed, for example at the initial 3 week interviews, regular parent consultations and Individual Learning Plan (ILP) reviews.
3. Records from other schools will be given attention and careful records sent to receiving schools.
4. Positive links with local agencies, (e.g. SSAFA Health Visitor, Social Worker, nurse and medical practitioners etc) will be maintained and developed.
5. Arrangements will be made to convene meetings with relevant outside agencies and parents to review provision, Support Plans/SCAN Plans.

6. Liaise with receiving school and professionals on transition from St David's School.
6. In the case of St David's School it must be emphasized there is only limited access to visits from the Psychologist, Social Worker etc.

REVIEW AND EVALUATION

The effectiveness of SAEN support in the school will be reviewed and evaluated annually, in the summer term. This will involve canvassing the views of parents, staff and outside agencies and, as appropriate, the pupils themselves.

** Children have additional educational needs if they have a learning need, difficulty, talent or style which calls for educational provision to be made for them. This includes if they have social or emotional difficulties which impede their learning or if they are working at a level substantially in advance of their peers within the schools cohort.*

John Redman, Headteacher

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)
September 2014

Ofsted Section 5 Inspection Framework April 2014

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Children and Families Act 2014

SAEN Stages of Intervention- a graduated approach

The graduated approach starts at whole school level and involves a circular process of assess-plan-do-review.

Provision focuses on 4 areas identified in the SEND Code of Practice:

- Communication and interaction, for example, supporting speech and language difficulties
- Cognition and learning, for example, dyslexia friendly approaches
- Social, emotional and mental health difficulties, for example, PSHE lessons and attention difficulties support strategies
- Sensory and/or physical needs, for example, visual impairments, hearing impairments

In addition our school also makes provision for

- Access arrangements for exams (when a specialist report identifies a need)
- Children with additional medical needs- a care plan is drawn up in consultation with parents/carers, the child and appropriate medical professionals

STEP 1: Universal

Well-differentiated, quality first teaching, including, where appropriate, the use of small group interventions. All vulnerable learners to be included on a whole-school provision map.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special or additional educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEND.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Demonstrate accountability for financial efficiency

- o Demonstrate to all staff how support is deployed
- o Inform parents, SGC, MOD, OFSTED etc about resource deployment
- o Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Step 1

Children's needs should be identified and met as early as possible through :

- the analysis of data including entry profiles, Foundation Stage assessment outcomes including ELG, Learning Journeys, standardised assessments, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements. (cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time; information from termly Pupil Progress Meetings
- liaison with feeder schools on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners. This provision map is updated termly through meetings between the teachers and SAENCo.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special or additional educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group withdrawal time (limited, targeted and carefully monitored to ensure curriculum entitlement is not compromised)
- individual class support / individual withdrawal
- further differentiation of resources
- pre-learning activities
- peer support
- homework

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SAENCo/Headteacher.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- informal feedback from all staff.
- pupil interviews when setting new Learning Plan targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring ILPs and ILP targets, evaluating the impact of ILPs on pupils' progress.
- attendance records.
- regular meetings about pupils' progress between the SAENCO/ Headteacher.

Step 2 Additional SEND Support: Targetted

- Pupils will be offered additional SAEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school ie they have a special educational need as defined by the SEND Code of Practice 2014.
- Under-achieving pupils and pupils with EAL or SaLT who do not have SAEN will **not** be placed on the list of pupils being offered additional SAEN support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SAEN list will be identified and tracked using the whole-school provision map.

Step 3 Additional SEND Support: Specialist

- Pupils may require specialist support from professionals and outside agencies. This could include:
 - very detailed structured intervention with modifications to the environment
 - evidence based interventions eg Fischer Family Trust delivered consistently
 - Inference training
 - highly structured personalised learning programmes developed with the support of a specialist, monitored in conjunction with specialists

Step 4 Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) or MOD Schools SCAN will have access to all arrangements for pupils on the SAEN list and, in addition to this, will have an Annual Review of their statement/plan.

Inclusion Policy
Policy 1