



Inclusion Policy

This policy details the ethos and approach to provision for all pupils including those pupils recognised under the Special Educational Needs Code of Practice.

Rationale

All children have individual learning needs and the school is committed through its Learning and Teaching Policy to ensure that these are met through the delivery of the curriculum. The Inclusion Policy builds on this by detailing the additional approaches and safeguards that are necessary to ensure that every child is given opportunities to meet the five outcomes of Every Child Matters and reach their academic and social potential.

Inclusion at our school

We are an inclusive school where all pupils are welcomed regardless of their gender, race, religion, culture, disability, economic background, medical needs or academic achievements. The schools celebrate individual differences recognising that the whole school community is enriched by this. Quality learning through effective lessons is the key strategy deployed in meeting the needs and setting appropriate challenge for all pupils including those with Special Needs. Class teachers have the responsibility for managing the provision of support for all pupils on the Inclusion Register. Each class teacher is assisted by a teaching assistant trained in the delivery of programmes of targeted support. The Inclusion Team maintains and monitors all pupils on the Inclusion Register providing support, guidance, and advocacy to pupils, staff and parents as necessary.

Academic Progress

Termly data collection is monitored to ensure that all pupils are making age appropriate progress. Where pupils are falling behind they are identified for targeted support and this is monitored by members of the Senior Leadership Team. Termly data is also used to determine those children who are placed on the school's Inclusion Register. These identified children will get support funded from within the school's budget. The class teacher with support from the school's SENCO will identify learning targets and implement strategies to achieve this. This will then be reviewed termly. If the child makes progress against targets, a new plan may be felt necessary or the child may be taken off the Inclusion Register. If the child does not make sufficient progress the alternative strategies may be tried. For some children the school may seek additional advice and support from outside agencies to help diagnose the causes of delay and make recommendations. Parental permission will be sought for this. Where a child has exceptional difficulties, which impact on their ability to learn and the actions taken to address these after at least two or more terms fail, then the school may approach the local authority for additional resources to meet their needs. This can lead to an Education and Health Care Plan (EHCP). In very rare cases a placement in a special school or unit may be the agreed outcome.





Behaviour, Emotional and Social Difficulties

At our school we aim to provide all pupils with clear codes of conduct, high expectations and modelling of appropriate behaviour. In spite of this some pupils can exhibit behaviours that impact on their ability to interact with peers and adults or impact on their ability to learn effectively. Where a pupil consistently experiences difficulties they may require a programme of support and may be placed on the school's Inclusion SEN Register. The child will also be monitored by the Care Team. A behaviour plan will be formulated by all staff working with the child and be reviewed regularly. The class teacher will discuss this with the child's parents. A behaviour log may be started that will provide a simple record of the child's behaviour. A Home/School book will be sent home each day detailing achievements as well as difficulties. The class teacher will also complete a termly individual education plan and/or a provision map detailing all the support the child receives.

Where the frequency and/or severity of the behaviour indicates a more complex or challenging need and the child has not been able to respond to measures for usually two or more terms, the school will seek additional advice and support from outside agencies to help diagnose the causes of the behaviour and make appropriate recommendations. A new behaviour plan will be formulated by all staff working with the child in consultation with the parents or guardians and this will be reviewed frequently. Parental permission will be sought for this. If the child is at risk of exclusion a Pastoral Support Plan and/or Risk Assessment will be completed by the Inclusion Team.

In exceptional circumstances the child's behaviour severely impedes their ability to integrate with other children and/or adults. Where school support arrangements have not addressed the child's needs the school will work with the Local Education Authority and other appropriate agencies such as Child and Adolescent Mental Health Service CAMHS, Specialist Behaviour Teachers & Educational Psychologists to agree a way forward. These may include requests for an Education Health Care Plan leading to additional support for the child within school or placement in specialist schools or units. Rarely, it might involve a Managed Move to another mainstream setting if more appropriate.

Pupils whose behaviour is out of the school's care and control

Where a child exhibits behaviour which leads to actual or intended physical harm to either themselves or to others or physical damage to property the school will take appropriate action under the school's Behaviour Policy. Staff at such times may use appropriate and proportional force to prevent injury or criminal damage as per the school's Physical Intervention Policy. Also where a pupil is unable or unwilling to cooperate and follow instructions to the extent that the school can exercise no control then the school will take appropriate action. If the headteacher determines that a fixed-term exclusion is required the Inclusion Team will support the headteacher in agreeing a new behaviour plan with the child and their parents on the child's return to school. This plan may involve involvement of outside agencies such as the Specialist Teachers & Educational





Psychologists and the child will be placed at School Action Plus. Where exclusion lasts more than five days the headteacher will work with Local Authority to secure educational provision from the sixth day. The school follows procedures set out by Local Authority for dealing with exclusions.

Looked After Children

The school's SENCO also have the role of Appointed Person for Looked After Children. Looked After Children have additional safeguards in place and will be prioritised in developing programmes of appropriate support. (Section 52 of Children's Act 2004 & Children and Young Persons Act 2008)

Pupils with English as an Additional Language EAL

Pupils with English as an additional language are monitored to ensure that they make good progress. Children who join the school with limited or no ability with English will be supported in their acquisition of it. This may involve referral for specialist support. The Inclusion Team are responsible for monitoring EAL pupils.

Medical Needs

Pupils who have significant and long term medical needs will be monitored by the Inclusion Team and Care Team. Where there is a need for significant and sustained medical support the child will be placed on the Inclusion Register.

More Able and Gifted

Many children perform better than age related expectations and the school provides additional challenge and support to meet their needs and ensure that they continue to maximise their potential. Details are set out in the Gifted and Talented Policy.

Governors

The school governors have a duty to ensure that this policy is reviewed annually. They monitor pupils recognised under the Code of Practice for Special Educational Needs ensuring accountability from the headteacher and the Inclusion Team for the resources and strategies deployed.

Review

This policy is due for review on:

