

Inclusion Policy

This policy has been written with regard to:

- Statutory requirements and the Code of Practice Jan 2015
- The aims of Manor Primary School
- The SEN and Disability Act 2001
- Newham LA guidance on Special Educational Needs, English as an additional Language and More Able Pupils.

The Access and Inclusion Policy is written for the whole school community: staff, students, parents and governors. It is designed to be a working document.

1. Principles and Objectives

Manor Primary School is fully committed to Inclusion.

The definition of Special Educational Needs and Disability (SEND) is states in the SEND Code of Practice (January 2015):

'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools'*

Children have a **learning difficulty** if they have significantly greater difficulty in learning than the majority of children of the same age. This difficulty may be academic (reading, writing, spelling, numeracy), emotional, social, behavioural or physical.

The majority (71%) of our pupils are classified as EAL; this means that in their household another language is spoken at times. This does not mean that the child necessarily speaks another language, but it does mean that the child may not always be hearing standard English at home. Having said that, experience shows that a high proportion of pupils who are English only speakers have a limited vocabulary and a non-standard form of both written and spoken English. The three main home languages spoken at Manor are English, Bangladeshi and White Eastern European.

The school and its governing body is fully committed to the following aims:

- All students will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that children can reach their full potential and enhance their self-esteem.
- Students with SEND, EAL and MAP are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas of development, and ensuring all contribute to the social and cultural activities of the school.
- Early identification, assessment and intervention of SEND are recognised as key to meeting the needs of individual students.
- We work closely with parents to listen to their views so as to build on students' previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- We meet the needs of all students who have SEND, EAL and MAP by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- We endeavour to remove barriers to learning and participation that can hinder or exclude students with SEND.
- We believe that **all** practitioners are teachers of students with SEND, EAL and MAP and differentiate according to the needs of the students in their care.
- We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our students. This policy should therefore be read alongside our Equality Scheme.
- Students who make slower progress will be given carefully differentiated learning opportunities to help them progress.
- Monitoring the progress of all students is an ongoing process which enables early identification of any students who may require additional or different provision to be made.
- We endeavour to ensure that an inclusive environment is created and fostered where all members of the school community respect and care for each other.
- Staff in the school are aware of the importance of identifying and providing for those students who have SEND, EAL and MAP
- We try to ensure that parents/carers are aware of the SEND, EAL and MAP provision available in the school and that they are encouraged to be actively involved in their child's progress.
- We have EAL, MAP and SEND registers to monitor the progress of the groups.

2. Responsibility for Special Educational Needs and Disability

- We believe that **all** practitioners are teachers of students with SEND, EAL and MAP and differentiate according to the needs of the students in their care.
- The Governing Body has overall responsibility for Inclusion and Special Educational Needs provision.
- The Head teacher, Kate McGee, has responsibility for Inclusion and Special Educational Needs provision at Manor Primary School.
- The named Special Educational Needs governor is
- Jo Ince is the named Inclusion Manager.

3. Admissions

We follow the Newham Admissions procedure and are particularly keen to welcome students with a range of additional needs. We always endeavour to ensure that provision is made to cater for their needs. All students with SEND, EAL and MAP play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always consulted. At the admissions interview with the Child Welfare and Inclusion Officer the parents are able to inform the school of any additional needs that their child may have.

4. Identification, assessment and review

- We are committed to the early identification of students with SEND so that appropriate interventions can be put in place as quickly as possible.
- Identification and assessment are ongoing and all staff contributes to the identification of needs. Any member of staff can express concern using the Initial Concern Form, which is referred through the Inclusion Manager.
- More detailed assessments are made as a result of an initial concern form, we can then identify and implement the appropriate strategies for the student.
- Progress reviews are carried out termly for students on the SEND record of need. In consultation with parents/carers and the pupil IEPs are reviewed and up-dated.
- Termly Inter-Agency Meetings with external agencies; Learning Mentors; Education Welfare Officer, Monitoring and Review Officer, Early Intervention Team and Learning Support Services.
- Once identification, assessment and intervention have taken place, students and parents/carers are kept regularly informed by a variety of means: e.g. personal contact, reports, progress reviews and annual reviews.
- Whole school standardised tests are carried out yearly and results analysed to identify individuals or groups of students requiring support.
- Further diagnostic assessment is carried out where necessary, outside agencies may contribute to these assessments e.g. Language, Communication and Interaction Service, Behaviour Support Service, Educational Psychology service, Speech and Language Therapy.

- The SEN record of need is reviewed termly and updated.
- Annual reviews for students with a Statement of Special Educational Needs or with Exceptional Resource Funding are carried out yearly. All teachers contribute to the annual review process.
- Students who are mid-phase-admissions will be given a period in which to settle into the school and then tested. For children with EAL this will be done using Bell stages.
- Until an EAL children is able to be assessed using National Curriculum levels they will continue to be assessed using Bell Stages if needed.
- There are a number of ways in which this identification of MAP can be carried out. All have pros and cons. The best method is to use a combination of methods, covering as broad a base as possible.
 - Teacher Observation
 - Subject checklists, subject and general
 - Formal tests
 - Parental nomination
 - Peer nomination
 - Self nomination
 - Outside referrals from other professionals.

It is worth remembering that more able pupils can be:

- Good all-rounders
- High achievers in one area
- Keen to disguise their abilities
- Of high ability but with low motivation
- Of good verbal ability but poor written skills
- Very able but with a short attention span
- Very able with poor social skills

5. Arrangements for providing access to the curriculum

All students are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is monitored using a range of assessments including: observations/baseline assessment/National Curriculum assessments/standardised tests.

Access by students with special educational needs to a balanced and broadly based curriculum is achieved through:

- In-class support by Teaching assistants.
- Small group/individual withdrawal to address literacy needs/specific learning difficulties/behaviour support.
- Small literacy (wave 3), numeracy (numicon) and Speaking and Listening teaching groups.
- Differentiation of learning outcomes.
- Access to Learning Mentors and Enrichment activities.

- Working with external agencies.

Provision at SEND support:

- TA support in class
- Small group withdrawal for literacy
- SpLD withdrawal
- Group work for behaviour or self esteem – anger management/assertiveness etc.

Other provision may include:

- Input from educational psychology service
- Language, Communication and Interaction Service (LCIS)
- Behaviour Support Service (BSS)
- Speech and Language Therapy (SALT)
- Complex needs and dyslexia service
- Counselling
- Support from the visual impairment team (Sensory Team)
- Support from the Hearing impairment team (Sensory Team)
- Support and advice from occupational therapy services.
- Support from the Child and Family Counselling Service (CFCS)

Students with SEND engage in all aspects of school life alongside students who do not have an identified need, e.g. out of hours provision, school journeys, productions and sporting activities. We strive to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and targets, and systems for early identification of barriers to learning and participation.

It is necessary that our planning needs to be embedded with the principle that all our pupils may need their spoken and written English enhanced. If we are to ensure that all our pupils are enabled to reach their full potential we cannot see planning for the 'EAL' pupils as an 'add-on'. Pupils who are still at an early stage of English may need additional help, but this should not be the end of our planning and thinking about EAL and learning.

We also need to appreciate that these principles apply across the curriculum, not just in Literacy So:-

- Check all texts and all speech in all subjects, not to simplify but to explain.
- Use as many different ways as feasible in the time to introduce a lesson; oral, written, pictorial, graphical, etc.
- Correct the children's use of grammar (spoken and written), when appropriate, if spoken, the corrected phrase should be reflected back by the child.
- Do not place too much emphasis on the correct spelling of poly-syllabic words, the children's writing will be reduced to a series of 'sai'ds', 'nic'es' and 'bad's'! Prove to the children that phonetically spelled words can be read!
- The Inclusion Manager will monitor the progress made by EAL children through the termly assessment process.

- Ensure children have exposure to good models of both spoken and written English in the classroom.
- EAL children need time in the classroom initially to hear and learn English and begin to assimilate language.

There are a range of Strategies that we use to meet the needs of MAP:

- Opportunity to work at increased pace.
- The starting point already reached, not an artificial one to conform with everybody else.
- Less practice at tasks
- Less detailed instructions.
- More independence of study.
- A reduced number of steps in a process.
- Open-ended situations.
- Abstract tasks.
- The need to fail.
- A wide variety of opportunities
- To be treated as a child whatever the intellectual level reached.
- Contact with teachers.
- Creative opportunities
- Programmes for their benefit, not their parents.
- Space to experiment.
- Appropriate question-and-answer sessions.
- Contact with peers
- The opportunity to take risks in an organised way.
- The Inclusion Manager will monitor the progress made by MAP children through the termly assessment process.

6. Arrangements for co-ordinating provision

The Inclusion Manager leads a team of 27 full and part-time staff. This includes:

- Teaching Assistants, HLTAs (Higher Level Teaching Assistants) and a Learning mentor.

The Inclusion Manager is responsible for:

- Overseeing the day-to-day operation of the Inclusion policy.
- Co-ordinating provision for children with SEND, EAL and MAP (alongside the senior leadership team)
- Ensuring there is liaison with parents and other professionals in respect of students with SEND, EAL & MAP.
- Managing Teaching Assistants.
- Advising and supporting other practitioners in the school.
- Contributing to the Continuing Professional Development of the staff.

- Ensuring that relevant background information about students with SEND is collected, recorded and updated.
- Liaising with external agencies including the LA and educational psychology service, health and Children and Young people's services.

The Inclusion Manager instigates and co-ordinates formulating our policy. The draft is evaluated and amended from the comments received from all the relevant parties involved.

Multi-agency co-operation is in place to ensure that provision meets the needs of students with SEND. We link with other schools, health and social service departments and the Local Authority. We work on a regular basis with the following:

- Educational Psychologist
- Behaviour Support Service
- Language, Communication and Interaction Service
- Complex needs team
- Speech and Language Therapy
- Hearing Impairment Team
- Newham Service for the visually impaired
- Early Intervention Team.

SEND provision is an integral part of the School Development Plan.

7. Allocation of resources

- Information on the Inclusion budget is provided for governors when the budget is set at the beginning of the financial year. The school hold regular finance committees where the Inclusion budget is monitored. Regular meetings are held between link governors and the Inclusion Manager.
- The Authority's funding allocation includes resources for the support of pupils with special educational needs. However, the Authority is using the Index of Multiple Deprivation related to children's issues (IDACI) and a means of distributing funds. As a result of this, schools will no longer be receiving a separate, identifiable SEN allocation. We are now responsible for meeting the SEN needs of students from within our total resources. Budget monitoring reports are produced throughout the financial year, these are used to review actual spending against the plans.
- Exceptional Resource Provision (including statements) is a separate item on the budget, this can be monitored against the provision for individual students.

8. Parent and Student Involvement

The code of practice 2015 states:

'Reviews must be undertaken in partnership with the child and their parent or the young person, and must take account of their views, wishes and feelings'

The views of students are taken into consideration at all times and every effort is made to ensure that support is planned in consultation and agreement with them. Annual review targets and IEPs are written in agreement with the student and they are involved in their review along with their parent/carer.

We value the contribution that parents can make and believe that the most effective way of working with students with SEND is where the parents and the school work in partnership.

Parents have a vital role to play and it is therefore important to ensure that information is accessible, that they feel welcomed in the school, and that their views and contributions are sought and encouraged.

Parents are kept informed by a variety of means, e.g. personal contact, reports, progress reviews and annual reviews. Parents are encouraged to keep in contact with the Inclusion Manager through telephone calls, email or meetings.

9. Evaluation procedures

- The Senior Leadership Team/Governing body will, on an annual basis, consider and report on the effectiveness of the work and if any amendments to the policy need to be made.
- Value added analysis is undertaken following standardised assessments.
- We review and report on the effectiveness of the policy. This includes number of students identified and their progress.
- We use the process of Assess, Plan, do and Review that is outlined in the Code of Practice 2015.
- The Inclusion Manager and SLT monitor classroom practise/analyse tracking data and test results for students with SEN, EAL & MAP.
- SEND is part of the school self-evaluation arrangements.

10. Arrangements for considering complaints about SEN provision

The procedures for considering complaints about Inclusion are the same as the school's complaints procedure. Please read this alongside this policy.

11. Strengths of Inclusive practice

- Early intervention in KS1 as well as targeted support in KS2 is improving levels of attainment.

- TAs are linked to phase groups and carry out intervention programmes based on children's needs that are highlighted by SLT termly.
- P scales are used to monitor the progress of children with exceptional needs.
- There are 10 exceptional needs children who have one to one support with adults and specialised curriculum programmes tailored to their specific needs while being fully included in classes.
- Children with EAL regularly out perform their peers.

12. Inclusion targets for 2016-2017

- To continue our exemplary Inclusive practice and having this recognised by our successful reapplication for an Inclusion Quality Mark in 2016.
- To continue to update the SEN Policy in light of the SEN Act and code of practice whilst in consultation with children, staff and parents.
- To build consolidate and build on links with parents/carers from all sections of our school community.
- To support specific year groups where children require additional support.
- To ensure that children with SEND make appropriate levels of progress and meet set outcomes.
- To ensure that advice and support is fully included in classroom teaching, support groups and target setting for individual children with SEND.
- To ensure TAs and teachers receive appropriate CPD on specific SEN issues.
- To respond/adapt to changing nature of our school community, sharing with them our vision while consulting them regarding their needs.
- To provide more effective provision including interventions for MAP.

13. More information

For more information please see:

- Manor's SEND Information Report
- Manor's Local Offer
- Manor's Equality Policy

These documents can be found on Manor's website

<http://www.manor.newham.sch.uk>

- Newham's Local Offer

- Alternatively you can contact the Inclusion Manager Jo Ince on 020 8534 2238