A Policy of Inclusion

Policy was agreed by staff on January 12th 2015
Policy was presented to the Full Governing Body at their meeting on 20th January 2015.
Review due in academic year 2017-2018.

Rationale:

This policy is a statement of the arrangements for the inclusion of all pupils and staff at Shakespeare Primary School. It has been written to make these arrangements for inclusion explicit and to ensure continuity of practice across the school. It has been written in response to the ‘Special Educational Needs Code of Practice 0-25 (2014), the Disability Discrimination Act (1995), Every Child Matters (2003) and Removing Barriers to Inclusion (2004).

Philosophy:

At Shakespeare Primary School we provide education for all pupils through a variety of access strategies including appropriate differentiation, human and physical resources, multi-agency support services and school facilities as necessary. All pupils’ individual needs are considered and a full range of flexible responses are available to accommodate and value their diversity.

All pupils are entitled to receive, within a suitable peer group, a broad balanced and relevant curriculum. The school will, within the context of services available, seek the relevant support and advice from the Local Authority, in order to facilitate pupils’ inclusion. We believe that with the right training, strategies and support nearly all pupils with special educational needs can be successfully included in mainstream education.

Aims:

At Shakespeare Primary School we aim:

- To develop our school culture, policies and practices to include all pupils.
- To take a more proactive approach to promoting equality and eliminating discrimination.
- To provide inclusive education, which offers excellence, choice and incorporates the views of all parents and pupils.
- To safeguard the interests of all pupils, staff and parents, by working together with all partners in the education of the young person.
- To actively seek to remove barriers to learning and participation.
- To provide access for all pupils to an appropriate education that affords them the opportunity to achieve their personal potential.
- To continue to raise staff awareness of inclusion through ongoing staff development and training.
- To recognise and celebrate the progress and achievements made by all members of the school family and educational community.
School context:

Shakespeare Primary School caters for pupils aged 3-11. There are 420 pupil places within the main school and a 36 place nursery provision.

The Spring 2010 Census defines the school population as comprising 457 pupils on roll (70 Nursery and 387 YR-Y6), comprising:

- 24.8% Pupils entitled to free-school meals (YR-Y6)
- 1.9% Pupils have English as an Additional Language
- 0.4% Pupils are ‘looked after’
- 1.5% Pupils from service families
- 18.3% Pupils are gifted and talented
- 26% Pupils have special educational needs
- 0.4% Pupils have a diagnosis of Autism Spectrum Disorder

There are no refugees or travellers in the school. There are currently 17.7% pupils receiving school action and 7.4% pupils receiving school action plus support. There are 0.8 % pupils with a statement of special educational needs.

Whole school attendance for the period from September 2014 to 9th January 2015 stands at 95.11%.

Implementation:

Guidance and support for all pupils is provided by teaching staff as well as by a team of teaching assistants, led by the Inclusion Co-ordinator, Miss Claire Gibson. Support is targeted and matched to pupils' changing needs and in line with recommended programmes from multi-agency professionals, with the aim of removing barriers to achievement.

Filter Group meetings take place three times per year with the aim of identifying the most appropriate provision for any pupils who are coming to the forefront at school due to their barriers to learning.

One Learning Mentor, provided by Plymouth Excellence Cluster, works at Shakespeare Primary on one and a half days per week. The role of the Mentor is to enable pupils to identify and overcome their barriers to learning in order to achieve their full potential. A counsellor and a drama therapist are employed for one day per week to support pupils with social, mental and emotional health needs.

The Governing Body regularly receive Inclusion Reports from Miss Gibson. There is a nominated Inclusion governor, Mrs Mary Bonage, who meets with the Inclusion co-ordinator.

Providing additional guidance and support for pupils making slow progress:

- Intervention programmes such as Read, Write Inc, Reading Recovery, Early Literacy Strategy and intervention strategies such as pupil
conferencing and tailored programmes of support are used across the school to support pupil progress. Success of these programmes is monitored by the Assessment Co-ordinator and for children with SEND, interventions are monitored by the Inclusion Co-ordinator.

- The teacher’s daily marking enables them to share next steps for children’s learning. Children are encouraged to respond to the marking in their books.

Including pupils with Special Educational Needs:

- The class teacher is initially responsible for identifying a pupil with special needs and initiating appropriate action.
- Progress of pupils with Special Educational Needs are reviewed regularly to provide the most effective learning provision. A graduated approach with four stages of action is applied for children identified as needing special educational provision; Assess-plan – do – review. Firstly the need is identified, then a plan is made which outlines how adults, including parents, will be involved. Following this, the support is delivered and its effectiveness is reviewed.
- Once a pupil is alerted to the Inclusion Co-ordinator as having Special Educational Needs, parents are seen and an Individual Education Plan or SEN Support Plan is written if appropriate. The Inclusion Co-ordinator or a member of the Personalisation Team carries out any relevant assessments.
- Pupils requiring SEND support have an Individual Education Plan which is written and reviewed every term. Individual Educational Plans are written by the class teacher, teaching assistant, the appropriate teaching assistant from the Personalisation Team and any relevant outside agency involved in supporting the pupil. These plans are monitored by the Inclusion Co-ordinator. A copy of each Individual Education Plan is kept in school and a copy is sent home. The Individual Educational Plan and its review are discussed with parents/carers.
- Individual Education Plans for pupils with a Statement of Special Educational Need or Education and Health Care Plan are written in partnership with involvement from the Inclusion Co-ordinator, the relevant outside agency, the class teacher and the teaching assistant funded by the Statement Resources Panel. Statements of Special Educational Need are reviewed annually by the Local Authority. A copy of each Individual Education Plan is kept in school and a copy is sent home. The Individual Educational Plan and its review are discussed with parents/carers.
- A one page profile may be drawn up where the views of the child are ascertained. It is a person-centred thinking tool that provides a way to capture who each pupil is and how best to support them on one page, including their photograph. A one page profile is updated throughout the school to reflect the change in needs and wishes of the child.
- All supporting provision made at Shakespeare is detailed on a provision map. Frequency and time allocation is noted.
• Assessment data for all pupils is recorded using a programme called School Pupil Tracker. Through analysis of this data, groups or individuals not making expected progress can be highlighted, barriers to learning can be investigated and identified and additional provision to support learning can be given.
• Outside agencies are used to support and advise. These include The Speech and Language Team, The Multi Agency Support Team, Advisory Team for Sensory Support, TaMHS, CAMHS (children's mental health services), Communication Interaction Team, Educational Welfare Officer, Outreach Support and Advisory Service at Woodlands School, SEND Strategic Advice and Support Team, Plymouth Psychology Service, and the School Nurse. Safeguarding and child protection issues are dealt with by the Head teacher.
• We have two Parent Support Advisors, Mrs Di VanBlankenstein and Mrs Charlotte Johnson who job share across the school week. They are able to support parents by; offering on site information and support, liaising between the parent, the school and other agencies, support parents with paperwork and signpost to other services available, support with transition, offer parenting and adult learning opportunities, discuss Special Education Needs and Disabilities and ensure the parent’s voice is heard.
• Support for Nursery children identified with additional needs may be requested from the Early Years Forum via a Common Assessment Framework form. Following advice from outside agencies, additional funding to support children with a high level of need may be requested from the Early Years Inclusion Resource Panel.

Including pupils on the autism spectrum

• At Shakespeare Primary School we aim to provide for the academic needs, social inclusion and the equality of pupils on the autism spectrum. This is achieved by promoting an effective whole school approach, the key elements of which are having a knowledge and understanding of the condition, support for teaching staff, pupils and families from both within and beyond the school, communication with parents and carers, communication and involvement of the young person and the promotion of a common approach and strategies across the whole school.

Including pupils who are Gifted and Talented:

• Gifted and talented pupils are identified for a wide range of exemplary skills and talents. Their names are recorded on a Gifted and Talented Register that is updated each term. Parents/carers are informed when their child is included on the register. Records are kept of their provision and successes.
• Pupils are supported to develop their talents further through competing at inter-school events, joining clubs outside the school and attending any relevant challenge days outside of school. Enrichment activities are provided by the Satellite Excellence Cluster as well as a school-based teaching assistant. In-school provision is detailed on the school's provision map.
Including pupils who have English as an Additional Language (EAL):

- The Plymouth Ethnic Minority Achievement Team is available to offer advice and to support the induction of pupils who are new to the UK and who are learning English as an additional language.
- All EAL pupils will have an interview prior to arrival; information will be gathered on background and educational experience.
- A summary of information, concerning the pupil is circulated to appropriate staff.
- EAL pupils’ progress is monitored regularly, using national descriptors for EAL. This is reported to EMAS at the beginning and end of the academic year.

Including pupils regardless of race:

- A race equality policy has been adopted by the Governing Body, together with an action plan. All incidents are monitored, reported to the Governing Body and appropriate returns made to the Local Authority.

Gender Equality

- A Gender Equality Scheme is in place to ensure equal treatment of all Shakespeare Primary’s employees, pupils and others involved in the school community, regardless of gender.
- The achievement of all pupils will be monitored annually by the assessment co-ordinator on the basis of gender and the data will be used to raise standards and ensure inclusive teaching.
- Incidents of gender-based harassment are reported to the Governing Body each term.

Including pupils, who are ‘looked after’:

- Every pupil who is looked after by the local authority has a personal education plan (PEP). These are updated every six months in conjunction with the Social Worker, carer and parent if possible. Statutory review meetings are attended by the Head teacher, Inclusion Co-ordinator or class teacher.

Including pupils with poor or irregular attendance:

- The head teacher monitors attendance and groups of pupils with high percentage of absence rate of attendance below 92% or persistent lateness are targeted to assist with improving rates of attendance.
- Please see the attendance policy for further details.

Including pupils, who are ‘young carers’:

- Pupils, who are young carers are often difficult to identify, but every effort is made to have a good knowledge of all pupils’ circumstances and provide additional support and guidance when needed.
• The Parent Support Adviser can access services from the Young Carer’s group for these families.
• Assessment data is used to monitor the progress these identified pupils make with their learning, to ensure the family circumstances aren’t having a detrimental impact upon their individual schooling.

**Additional Induction and Transfer arrangements, for identified pupils:**

**Entering school into Nursery or Reception**

• For all children identified with a Special Educational Need or Disability, Enhanced Transition meetings take place between parents/carers, receiving school, present Early Years setting and lead key professional involved with the child prior to school entry.
• Arrangements for provision are discussed prior to pupils beginning at school.
• Baseline assessments for the Early Years Foundation Stage are carried out within the first term of a pupil beginning at school.
• Where there are concerns for children working below age expectation in the Early Years Foundation Stage, the Inclusion Co-ordinator is alerted, who provides additional guidance and support and monitors progress.

**Entering or leaving school mid-phase**

• During the admission procedures carried out by the Head teacher, arrangements for provision are discussed prior to pupils joining the school, and introductions are made with the Inclusion Co-ordinator.
• The needs of pupils with a Special Educational Need or Disability who enter or leave mid-phase are discussed with the relevant SENCo (Special Educational Needs Co-ordinator), Inclusion Co-ordinator or Outside Agency. Additional visits with support staff if necessary, are arranged between schools and visual support material is provided. All pupil records are transferred promptly.

**Transferring to Secondary School**

• Links with local secondary school providers are made, transferring information about each pupils’ social, learning and development needs to the Year 7 teachers and where appropriate their SENCo (Special Educational Needs Co-ordinator). Enhanced Transition meetings take place for pupils with the highest level of needs.
• Where a pupil with a Statement is transferring to secondary school, a school choice will have been made during the Annual Review of Statement in Year 5 and the appropriate SENCo is then invited to the Annual Review meeting for the pupil in Year 6.
• Where possible, some pupils undertake a series of separate, additional visits to secondary school to support transition.
• End of key stage attainment is recorded and sent electronically at the end of key stage two to secondary schools.
• All other appropriate school records are forwarded to secondary schools.

Other relevant policies:

• Attendance policy
• Race equality policy
• Behaviour policy
• Learning Mentor policy
• SEN Information Report

These can be found in the policy folders found in the school office and in the Head teacher’s office.

Success criteria:

This policy will be successful when...

• Monitoring demonstrates that the needs of all pupils with additional needs (SEN, G&T, EAL) are provided for and that measurable progress is being made at each review.
• A provision map demonstrates quality and range of support for all pupils.
• Monitoring demonstrates that vulnerable groups of pupils (‘Looked after’ pupils, ethnic minority pupils, travellers, those from families under stress and young carers) are well provided for and supported.

Monitoring, evaluation and review:

In order to determine the effectiveness of a policy, it is necessary to monitor and evaluate its impact. This will be achieved by:

• The Head teacher and Inclusion co-coordinator will monitor progress of the Inclusion Action Plan on a termly basis.
• The Inclusion Co-ordinator will monitor pupil progress each term and evaluate the effectiveness of provision for pupils.
• The Governing Body will review progress made and the effectiveness of the policy annually, through the Inclusion Co-ordinator’s report to governors.