


THE
C  **MPASS**
PARTNERSHIP OF SCHOOLS

Inclusion Policy



'An educationally inclusive school is one in which teaching and learning, achievements, attitudes and well-being of every young person matter. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils the same. Rather it involves taking account of pupils' varied life experiences and needs'

OfSTED 2016

Introduction

The Compass Partnership is an inclusive community of schools ensuring where possible that the needs of all pupils are met, enabling them to achieve success and make a positive contribution to society. Inclusion concerns pupils with special educational or medical needs, those from ethnic cultures, asylum seekers, travellers, looked after children and those with social and emotional difficulties. As an inclusive community we are committed to developing inclusive cultures, policies and practices. The role of Inclusion Leader in our schools is performed by a member of the Senior Leadership Team (SLT). In line with the 2015 Code of Practice our Inclusion Leads/ SENCOs are qualified teachers who have achieved a National Award in Special Educational Needs Co-ordination within three years of appointment unless exempt by virtue of having extensive relevant experience in the role of a SENCO.

Provision

We maintain our inclusive values, shared between all staff, pupils, Trustees, local governors, parents/carers and outside professionals so that all pupils are enabled to achieve as much as they can and derive the maximum benefit according to their individual needs.

The ways we have created this are:

- Establishing systems and structures within the school to enable us to manage the needs of all pupils.
- Having an Inclusion Lead who is part of the SLT ensures that inclusive practices are consistent throughout the school to meet the needs of all pupils.
- The establishments of a SEND register to include all children who have Statements of SEND or who receive additional school support through Education Health Care (EHC plans). Additionally we have a Provision Map which details of the type and nature of support offered (internally and externally). The register and Provision Map are up-dated termly and enable all the children to be tracked and support adjusted if necessary. This allows the senior leadership team to compile essential data such as the levels of attainment of various ethnic groups, attainment/support by gender and enables us to monitor how successful our inclusive education is;
- All plans, including individual education plans (IEP's) are up-dated by class teachers with support from the Inclusion Leader on a termly basis. The targets are monitored to ensure plans are effective in meeting children's needs. All IEPs are shared with parents and targets are agreed in partnership. This data is transferred to the SEND register and the children's progress is tracked;
- The Inclusion Lead and SLT meet regularly to review the SEND register and Provision Map and copies are available for all staff;
- The Inclusion Lead meets regularly with external agencies to review individual cases and ensuring provision is effective.
- All staff are kept up to date with regard to child protection policies and procedures, information is shared where in the best interests of the child. and any children causing concern are referred to the des

We work closely with Social Services to support our more vulnerable children and engage all professionals in a multi-agency approach to addressing individual needs. We track the children through the SEND register and the Provision Map. The inclusion team meetings consider the next steps needed when reviewing progress.

We are fully aware of and responsive to the needs of our exceptionally skilled learners and make use of appropriate strategies in and out of school to support this group. The school also liaises closely with receiver secondary schools to enable smooth transition to take place for all pupils including those who are vulnerable.

All policies are regularly reviewed and amended, ensuring that inclusion is at the centre of school development – increasing the learning and participation of all children and responding to the diversity of their needs. We monitor planning, assessment, attainment, target setting, standards of teaching and learning and the school environment itself. Our aim has always been to ensure that school practices reflect the inclusive cultures and policies of our school.

Indicators of Success in our schools

- Everyone is made to feel welcome
- Pupils help each other
- Staff and pupils treat each other with respect
- Pupils are equally valued
- The school seeks to draw and admit all pupils from our locality
- Pupils new to the school are helped to settle quickly and feel part of our community
- The effective partnerships between staff and parents/carers
- Staff and governors work well together
- Staff, governors, pupils and parents/carers share a philosophy of inclusion
- The school strives to eliminate any discriminatory practices
- Community resources are known and drawn upon
- Staff appointments and promotions are fair
- Good induction for all new staff
- Staff expertise is fully recognised and utilised
- Local communities are involved in the school
- There are high expectations of all pupils
- Differentiation supports each individual pupil's needs
- All staff are concerned to support the learning and participation of all pupils
- Staff collaborate well
- Staff development activities help staff to respond to pupil diversity
- Staff seek to remove all barriers to learning and participation in school
- All forms of support are co-ordinated
- The Code of Practice is used to reduce the barriers to learning and participation of all pupils
- Support for those learning English as an additional language is co-ordinated with learning support
- We identify children who are exceptionally able learners and provide opportunities to meet their needs
- We are working to remove barriers to full attendance
- We maintain anti-bullying and equalities policies (incidents of racism are recorded and reported centrally)
- We assess and monitor the attainment of pupils to ensure equality of opportunity
- We provide a range of support strategies delivered by teachers and TAs in order to meet

individual pupil's needs

- Lessons are made accessible to all through a fully differentiated curriculum and by support
- Lessons develop an understanding and acceptance of difference
- Pupils are actively involved in their own learning including the target setting process
- Pupils learn collaboratively
- Assessment encourages and tracks the achievements of all pupils
- Classroom behaviour is excellent, based on mutual respect
- Homework contributes to the learning of all
- Opportunities are available for all pupils to take part in activities outside the classroom
- Staff develop and secure resources to support learning and participation and distribute these fairly to support inclusion

Inclusion for all is at the heart of the school mission statement and permeates all that we do as a learning community.

Special Educational Needs and Disability

This section is based on the guidance of the Special Educational Needs and Disabilities Code of Practice 0 to 25 years. It aims to promote a consistency of approach to meeting children's special educational needs, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken.

The legal framework for this policy is the Special Educational Needs and Disability Regulations 2015.

We aim to identify children with special needs and disabilities at the earliest opportunity and ensure that the appropriate support is in place to support learning.

Principles

- A child with SEND should have their needs met where possible
- The views of the child should be sought and taken into account
- Children with SEND should have full access to a broad, balanced and relevant education
- Parents and carers will be invited to work in partnership with the school to address the needs of pupils with special educational needs

Roles and Responsibilities

The Inclusion Lead has overall responsibility for all inclusion issues ensuring the school meets its statutory and moral obligations. The Inclusion Team has overall responsibility for children with SEND. The team plans, monitors, reviews and manages the support provided for children on the SEND register. The Inclusion Lead is responsible for the day-to-day processes and procedures, supporting teachers and support staff in meeting the needs of children. The Inclusion Leader manages support staffs. The Inclusion Lead also works with individuals and groups of children on the SEND register.

The SEN Governor meets regularly with the Inclusion Lead to monitor how the needs of all children with SEND are met. The member of staff responsible for PPG/LAC funding and for meeting the medical needs of pupils is the Inclusion Leader.

The Executive Headteacher responsible for Inclusion meets regularly with Inclusion Leads to share research and practice and explore opportunities for collaborative work. The Executive Headteacher oversees all inclusion related matters across the partnership.

Teaching and non-teaching

The Inclusion Lead monitors and reviews the progress of children identified as having SEN, feeding back to the teachers and support staff as necessary.

All teachers will work to implement this policy and take the major responsibility for planning to meet the needs of their pupils on a day-to-day basis (with reference to IEPs and external advice).

The Inclusion Lead will ensure that requirements set out in the Code of Practice are being met.

This will be achieved by:

- Liaising with and advising colleagues
- Reviewing SEN data
- Monitoring the records of all pupils with SEN
- Liaising with the parents of children with SEN
- Contributing to and arranging INSET for all staff
- Liaising with external agencies/professionals
- Supporting Class Teachers to write the IEPs for children in their class
- Inviting parents to I.E.P reviews, as appropriate
- Seeking the views of children on the SEND register

Admission Arrangements

Children are admitted throughout the school in accordance with Greenwich's admission policy, which states that those with SEND, where appropriate, should be given priority for a place. Parents are encouraged to visit the school prior to application and to state clearly on the forms special needs their child may have.

Access

The school comprises single storey Victorian buildings (except for some office and staff spaces) having easy access for wheelchairs.

The Graduated Approach (see Appendix 1)

The Code of Practice's graduated approach is a model of action and intervention to help children who have SEND. The approach recognises that there is a continuum of Special Educational Needs. Where necessary, increasingly specialist resources will be made available. Effective provision for children with SEND involves a continuous cycle of planning, teaching and assessing. SEND information follows the child from the Foundation Stage to Primary and then to Secondary School.

Identification, Assessment and Provision for SEN

The 2015 Special Educational needs and Disabilities Code of Practice for 0 to 25 states that: -

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. '

There are four broad categories of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

We consider what is NOT SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Funding
- Being a Looked After or Previously Looked After Child
- Being a child of a Serviceman/woman

Additionally identifying behaviour as a need will no longer be an acceptable way of describing SEN but a response to an underlying need.

Allocation of resources

We aim to use resources, including teaching assistants, to provide appropriate support for individuals or small groups of children.

The effectiveness of resources and the manner in which they have been deployed are regularly monitored and evaluated by the Inclusion Lead

Identification and Assessment Arrangements and Review Procedures

The SEND Code of Practice 2015 states:

6.38 'In deciding whether to make special educational provision, the teacher and Inclusion Lead should consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.'

Identifying the Need

Observations by the class teacher are made in the first term of a child starting school. We believe that early identification of a child's difficulty is essential so that necessary provision may be made to support the child's progress as soon as possible.

When a Class Teacher or parent expresses a concern about a child's development, the Inclusion Lead is informed. The Class Teacher gathers information and together with the Inclusion Lead decide whether the child's difficulties require special educational provision to be made. This is discussed with the parents/carers.

Children who join our schools who have already been identified as having special educational needs and disabilities, are discussed at Inclusion meetings and arrangements are made for the child with Class Teachers and discussed with parents.

Assessment

Teachers continually assess children's learning. Each term, every child has a formal assessment made in reading, writing and mathematics. The results of these assessments are analysed. The information gathered is used to monitor progress against National Curriculum level descriptions and informs future planning. Pupil progress meetings with the SLT, and Inclusion Lead ensure that response to underachievement is swift and robust.

The Compass Partnership has adopted the procedure outlined in the Special Educational Needs and Disabilities Code of Practice 2015. In many cases, action taken at one phase will mean that the child will not have to move on to the next. Only if a child's progress continues to cause concern at any one phase will the child be moved to the next phase. When there is no longer any cause for concern, the child will either move down a phase or will be removed from the SEND Register.

Procedures

1. Concern

The child's name is entered on a Monitoring list after the class teacher has discussed with Inclusion Leader, normally parents/carers or after the concern has been raised at a Progress Meeting. After further additional in-class support often the matter is resolved. If the need persists additional school support may be necessary plus a referral to an outside Agency. At this point and following further discussion with parents/carers the child's name is entered on the SEND Register.

2. School Support

The Inclusion Leader will advise Class Teachers on teaching/management strategies and inform them of available resources. Usually, the needs of children on the SEND Support register will be met through structured support in the class, supported by intervention strategies planned by the Class Teacher with the advice of the Inclusion Lead.

SEND support is primarily delivered by class teachers, through differentiated teaching methods. Additional support is provided by the Inclusion Leader and by trained teaching

assistants (TAs) throughout the school. The Provision Map is reviewed termly, by the Inclusion Lead and the SLT, in line with current pupil needs.

The Inclusion Lead takes a leading role in collaborating with the Class Teacher and parents with support from **outside agencies** when necessary to meet the children's needs. Targets will be agreed between the Inclusion Leader and specialists after more detailed assessments are carried out to establish specific areas of difficulty.

3. **Education and Health Care Plans (EHCPs)**

A Education, Health and Care Plan (EHCP) is drawn up stating the Special Educational Provision to be made for the child. The LA provides additional funding to the school and the child is supported both in class and individually by a Teaching Assistant according to their perceived needs. All adults working with the child liaise to ensure curriculum tasks are adapted to incorporate any extra guidance provided from outside agencies.

Every EHCP is reviewed annually. At this review, the child's progress is considered in the light of the targets set. The special provision made for the child is discussed and evaluated. If it is thought the EHCP should be maintained, new targets are agreed for the coming year. Parents/Carers attend the Annual Review and agree next steps. The views of the child are always sought and recorded before the review.

The Inclusion File

An Inclusion File will be kept for each class. In the Inclusion File there is a list of all vulnerable groups in the class including Pupil Premium children. There will be a section for each child who has special educational needs. Information contained will include up-to-date:-

- Individual Learning Plans for those children with Statements and Reviews
- Other SEND information e.g. reports from outside agencies
- Records of any interviews, discussions, phone calls etc.

Information from previous academic years will be stored in a separate folder (for each child) in the ASSISTANT HEADTEACHER (INCLUSION)'s office. The class teacher will use discretion as to whether something should be recorded but should it be needed as reference later on, it is better to record, especially in concerns about health, safety, bullying or extraordinary concern.

Confidentiality

The confidential nature of special needs meetings, case conferences or children's records is understood by all staff members. It is also understood that should any report be written on a child the parents must be enabled and encouraged to have access. We would consider it good practice to give parents a copy after discussing reports with them. Nothing should be written that would not be shared with the parents/carers.

Arrangements for providing access to pupils with SEN to a balanced curriculum

We believe that all children have the right to participate in the full range of activities on offer at the level appropriate to their development.

It is our intention to meet the needs of all children attending the school through a structured system of planning, assessment and record keeping linked to the National Curriculum.

Children with SEND will have access to the curriculum through carefully planned activities provided to encourage meaningful learning. Some children will receive extra teaching support according to their level of need. Whenever possible, support will be classroom based. However, it may be necessary to withdraw individuals or small groups of children to provide specific skill based teaching.

Equal Opportunities

We believe that it is important that children with SEND are able to take a full part in and are encouraged to contribute to all aspects of school life. Planning is designed to include the children within the class whilst meeting their needs. Our Equalities Policy clearly states that we encourage mutual respect and equal access to the curriculum subject to appropriate modification.

Trustees and Local Governing Bodies

Whilst Trustees hold responsibility and oversight for inclusion across the trust, the scheme of delegation identifies that Local Governing Bodies monitor the operation of the policy. Local Governing Bodies must ensure that:

- The necessary provision is made for pupils with Special Educational Needs and Disabilities
- Pupils' needs are communicated to all involved teachers
- Teachers are aware of the need to identify and respond to SEND
- There is a policy for pupils with Special Educational Needs and Disabilities
- The policy is reported to parents annually.
- Special Educational Needs and Disabilities do not unreasonably restrict integration and there is an appropriate balance

• A member of the Local Governing Body is identified at the first LGB Meeting in the Autumn Term, as the current designated SEND Governor. In the event of the SEND Governor leaving during the year, the Chair of Local Governors assumes the role until the next meeting.

Regular meetings will be held with the Inclusion Lead and the SEND Governor to monitor the successful implementation of the Inclusion Policy. The SEND Governor will report to the Local Governing Body.

INSET

The Inclusion Lead and SLT will assess training needs in relation to whole school development, providing an appropriate programme for both teaching and non-teaching staff. The Inclusion Lead attends training sessions in order to fulfill the requirements of the Code of Practice and monitor and maintain the policy of the school effectively.

Outside Agencies

The Inclusion Lead meets regularly with adults working with children with SEND. All adults involved with educational progress in the core subjects work with the school's assessment documents. The development and progress of each SEND child is monitored and reviewed with a record of intervention and meetings kept on a whole school register. Meetings are organised with parents, teachers, outside agencies and the Inclusion Leader as required and stated on the register.

For those children with specific medical special needs, there is regular liaison between the Health Authority and the school.

All outside agencies are invited to send a report or attend review meetings for those children transferring from another school, there is a regular contact prior to the move. The Inclusion Lead will be responsible for integrating children into School.

External agencies include:

- Educational Psychology Service
- Education Social Work Service
- Behaviour Support Service
- Individual Support Teaching Service
- Inclusion Lead Support Project
- Outreach Service for Pupils with Autistic Spectrum Disorder
- Specific Learning Difficulties Team
- Centre for Micro-Assisted Education
- Child Guidance Service
- Child Development Centre
- Physiotherapy Service
- Occupational Therapy Service
- School Nursing Team
- Speech and Language Therapy Service
- Children and Adolescent Mental Health Service
- Family Support Worker
- Waterside Outreach

Other related Inclusion Policies (see separate documents)

- Looked After Children
- Safeguarding
- Anti-Bullying
- Supporting pupils at school with medical conditions
- Accessibility
- Behaviour and relationships
- Admissions
- Transition Policy
- Intimate Care
- Positive Handling
- Approaches to supporting children with Autism

Supporting Parents and their families

Parents can refer to

[http://www.royalgreenwich.gov.uk/info/8/special](http://www.royalgreenwich.gov.uk/info/8/special-education-needs-co-ordinated-support-plan/1427/local-offer-for-children-with-special-educational-needs-and-disabilities) education needs-co-ordinated support plan/1427/local offer for children with special educational needs and disabilities

Parents can also refer to the school website to see the school based Local Offer

The Inclusion Lead can provide parents with information about how to contact other agencies to support the family and pupil. Additionally it is the Inclusion Leaders responsibility to ensure that SEN children are able to access exams, other assessments and support pupils and their families at transition times : across key stages, class to class and to another school

Complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the Inclusion Lead, who will try to resolve the situation. If the issue cannot be resolved within 5 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 5 working days. Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy. This is available, on request, from the school office.

SEN and Inclusion in-service training

The Inclusion Lead evaluates the training and development needs of staff on an annual basis and liaises with the Continuing Professional Development leader to plan training accordingly.

Graduated approach to SEND identification

