

REAY PRIMARY SCHOOL



Reay school policies support our aims

- *offer a breadth of experiences to all children inside and outside school*
- *reach the highest standards across the curriculum*
- *build self esteem*
- *develop social and emotional intelligence*
- *demonstrate a quality of leadership which embodies inclusion and respect*

INCLUSION POLICY

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1. Aims of the Policy

- 1.1. Reay is a culturally diverse school that embraces the wide variety of groups and individuals that make up its strong community. We support the inclusion of all children, young people and adults who come into our school whatever their cultural background, ethnicity, gender, religion, intellectual ability or physical ability.

- 1.2. We work together as a staff team to establish an inclusive environment where children, parents, staff and visitors feel welcome, happy, safe, valued and respected. We strive to ensure that inclusive practice is at the forefront of all aspects of school life. This applies to our curriculum, the teaching and learning of all pupils and the allocation and use of physical space. We recognise that there are groups and individuals in our community who require extra provision and support to enable them to achieve and make progress. Those who have particular gifts and talents belong to this category. We recognise that there are vulnerable groups in school who require support that is additional to or different from what is provided for the majority of children. Children with learning difficulties, disabilities, those from minority ethnic groups, those for whom English is an additional language, those who are socially disadvantaged also Children Looked After or Post Looked After. Those with emotional, behavioural or mental health issues relate to this category as do children with other health issues. We understand that people can belong to more than one vulnerable group. With regular information sharing, discussion, careful planning and assessment and with communication involving outside agencies, we will attempt to recognise and meet the needs of every child to the best of our ability.
- 1.3. As a staff we view Inclusion as a whole school responsibility. The Assistant Head teacher for Inclusion is responsible for leading the staff team, overseeing the identification and provision for groups and individuals with additional needs, co-ordinating with outside agencies and linking with parents and governors on inclusion matters.
- 1.4. We follow three main principles for Inclusion:
- Setting suitable learning challenges;
 - Responding to pupils' diverse needs and
 - Overcoming potential barriers to learning

2. Special Educational Needs and Disabilities

All members of staff are familiar with the School's Special Educational Needs and Disabilities (SEND) Policy which is also available to parents and carers.

- 2.1. Parents and Carers can view the SEND Policy and Self Audit on the School Website
- 2.2. A child has special educational needs if he or she has a difficulty with learning which calls for educational provision to be made for him /her which is additional to or different from the general provision in class.

Difficulties with learning occur at different levels and in different forms and for different reasons.

- 2.3. The SEND Code of Practice 2014 (Statutory guidance for organisations who work with and support children and young people with SEN as defined under part 3 of the Children and Families Act 2014)

The Code of Practice identifies four categories of SEN:

- a) **Communication and Interaction. This could involve:**
- Speech & language disorder
 - Autism/Asperger's Syndrome (ASD)
 - Problems expressing thoughts & ideas
 - Difficulties in understanding or responding to verbal communications
 - Difficulties in using appropriate language or behaviour for social interaction

b) Sensory and Physical. This could involve:

- Hearing impairment
- Visual impairment
- Medical conditions, including epilepsy
- Attention Deficit Disorders
- (ADHD/ADD)
- Neurological Disorders e.g. memory impairment
- Downs Syndrome
- Dyspraxia (difficulties with co-ordination and motor skills)

c) Social, Emotional and Mental Health Needs. This could involve:

- Difficulty controlling anger
- Anxiety
- Depression
- Over or under sensitivity
- Obsessive Compulsive Disorder
- Conduct Disorder

d) Cognition and Learning. This could involve:

- Slow processing
- Memory impairment
- Developmental delay
- Dyslexia (where there is a difficulty which affects the learning process in spelling, reading and writing)
- Dyscalculia (where there is a difficulty which affects the learning process relating to mathematics and working with numbers and calculations)

- 2.4.** The Code of Practice emphasises that all teachers are teachers of pupils with special educational needs and that teaching such pupils is therefore a whole school responsibility, requiring a whole school response.
- 2.5.** All pupils are entitled to a suitably differentiated curriculum with quality first teaching. Differentiation of learning activities is extremely important. Rates of progress can sometimes depend on **what** or **how** pupils are taught.
- 2.6.** For some pupils it will be necessary work from an earlier key stage to access learning at a suitable level.

In cases of children from year 1 who cannot access National Curriculum Levels, the 'P Scales' are used to assess learning levels.

If a pupil makes little or no progress over time, despite receiving differentiated learning opportunities and quality first teaching, he or she will require support that is **additional to** or **different from** that provided by the usual differentiated curriculum. The class teacher will write a concerns checklist which highlights areas of additional need and then meet with the Assistant Head for Inclusion and parents to discuss adding the child to the SEND Register.

2.7. The SEND Register has 3 levels:

- 1) Extra Support in School
- 2) Specialist Support (Extra Support in School plus support from other professionals outside of the school teaching staff)
- 3) Educational Health and Care Plan (Statutory Provision and funding from the Local Authority)

If a child is added to the SEND Register

Teachers remain responsible for working with the pupil on a daily basis and for planning and delivering a more individualised learning programme.

Additional support is given in class or through intervention groups with Specialist Teachers, TA, HLTA or Learning Mentor. Other professionals from outside of school also support some pupils according to need. The Assistant Head teacher for Inclusion co-ordinates this support.

2.8. Personal Learning Plan (PLP)

When a child requires extra support with learning due to a SEN, a PLP is written by the class teacher with the support from the Inclusion Manager.

- The PLP is a planning, teaching and reviewing tool – it is a working document.
- The PLP outlines the action required to support a pupil. It includes:

Positive observations about the child

Specific Measurable Achievable Relevant Time-bound Targets

Suggested support strategies

Resources and provision

Recommendations

- PLP targets are reviewed three times in each year
- Parents are invited to a PLP meeting twice a year
- Children are involved in reviewing and setting their own targets.

The PLP is implemented in the classroom and school.

2.9. Specialist Support

If a pupil is still making limited progress with being on level 1 of the SEND Register, decisions will be made at a review meeting with parents to request advice and support from outside agencies such as an Educational Psychologist, Speech and Language Therapist, The Pupil Referral Unit or Medical Professionals.

2.10. Education Health Care Plan

If necessary, in consultation with parents and external agencies, the school or parent may request a Statutory Assessment of a pupil's special educational needs. Information is then put together by the school in the form of an SEN Support Plan. This brings together information to plan, do and review, over 3 terms. If funding for a child's support in school amounts to more than the notional funding, the school can apply for extra support from the local Authority.

This may then lead to an **Education Health Care Plan** being put in place outlining in detail the child's needs and the financial support to be provided by the school through the

Local Authority. An EHCP can last until the young person is 25 as long as they are in Education.

The Local Authority provides a Local Offer to parents of services available and parents will be able to choose the provider of services for their child. Usually parents are happy for the school to seek out service providers.

2.11. Progress for pupils with an Education Health Care Plan is reviewed annually by the parents, school, agencies involved and the LA. This is called an Annual Review Meeting .

2.12. Education Health Plans replaced 'Statements of Special Educational Need'.

2.13. The Assistant Head teacher for Inclusion manages the SEND register and the level of support that is needed.

This is reported to the local Authority each term.

2.14. How is information gathered?

Information for placing a pupil on the SEN Register is taken from:

- Information on entry
- EY, KS1 and 2 Assessments
- Discussions with parents
- Observations in school
- Involvement with external Agencies
- A concerns checklist filled in at the Inclusion Leader's request by the class teacher

The register is updated regularly, discussed half termly with all staff, at weekly Inclusion meetings with the Senior Management Team and discussed with the SEND Governors.

3. English as an Additional Language (EAL)

(Refer to EAL Policy)

3.1. Children who have English as an additional language **are not** regarded as having Special Educational Needs

Pupils may have knowledge of more than one home or community language. About 200 different languages are used throughout England. It can take a bilingual pupil up to 7 years to acquire the proficiency in academic English required for GCSE.

3.2. Pupils with EAL are:

- Born outside of the UK in non-English speaking communities.
- Born in the UK but not exposed to the English Language at home
- Born outside of the UK, English speaking but not familiar with colloquial English and may use culturally specific language.

Pupils have to catch up with their English peers in relation to learning:

- A new language
- The curriculum in English

- The values and customs associated with English alongside their own home culture, religion and background.
- Research shows that it takes one to two years for bilingual learners to develop fluency in social, conversational English.

3.3. In the Classroom

- Adults are aware of the pupil's cultural and linguistic background. They encourage the other children to learn the correct pronunciation of the pupil's name and a greeting in the new pupil's language. Language support offered is aimed to focus on personal communication such as age, family, likes, dislikes and essential polite language.
- Where language is inaccessible support through pictures, TEACCH symbols, drawings and gestures is used.
- Language is acquired through active participation. Pupils need to be encouraged to join in activities and games.
- Adults encourage appropriate peer interactions and friendships. Children can be great teachers.
- Listening time is important, passive language skills develop before active skills.
- Adults encourage speech when it starts voluntarily.
- Adults keep instructions simple
- They encourage pupils to use words then phrases e.g. "Can I have a please"
- They model appropriate language casually
- They encourage older children to use a bilingual dictionary

3.4. In School

We encourage children to feel part of the school with dual language materials and culturally familiar objects and images.

We draw on pupils' cultural, religious and linguistic knowledge and experiences.

Children are identified with EAL when they enter school: this is done through their enrolment form and consultation with parents/carers.

When a child begins at Reay their language is assessed for language fluency using the **National fluency scales:**

STAGE A: NEW TO ENGLISH – Needs a considerable amount of EAL support

STAGE B: EARLY ACQUISITION – Still needs a significant amount of EAL support to access the curriculum

STAGE C: DEVELOPING COMPETENCE – Requires ongoing EAL support to access the curriculum fully.

STAGE D: COMPETENT – Needs some/occasional support to access complex curriculum material and tasks

STAGE E: FLUENT: Operates without EAL support across the curriculum

Teachers re-assess the pupils each term and the Assistant Head teacher for Inclusion provides this information to the Local Authority each year. .

Reay School has a specialist EAL HLTA who supports groups and individuals in school inside and outside of the classroom.

3.5. A pupil who has EAL may have SEN if they:

- Experience difficulties in subjects like Art, PE and Music
- Are not speaking any English after being exposed to it for six months or more
- Make minimal progress despite having additional support for a substantial period of time

4. Ethnic Minority Achievement (EMA)

Children from a wide range of ethnicities and backgrounds attend Reay. Parents are encouraged to identify their child's ethnicity and the parents' countries of origin on the enrolment form. This data is used to track the progress of children belonging to a particular group. Lambeth identified a number of ethnic groups who are at particular risk of underachieving. If we find that one of our particular groups is underachieving we can then put interventions in place to address this.

5. Able, Gifted and Talented

- 5.1.** Able, Gifted and Talented children are those who have one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop these abilities)
- 5.2.** The term 'gifted' refers to those pupils who are capable of excelling in academic subjects such as English or History.
- 5.3.** The term 'talented' refers to those pupils who may excel in areas requiring visual-spatial skills or practical abilities, such as in games and PE, drama, or art.
- 5.4.** Some gifted and talented pupils may also appear on the Special Educational Needs Register.
- 5.5.** Provision for gifted and talented pupils can act to counteract disadvantage.
- 5.6.** The school keeps a Gifted and Talented Register this is helpful for monitoring purposes. Identification is an on-going continuous process. Sometimes pupils will move in and out of the school's gifted and talented cohort.
- 5.7.** Stretching and challenging opportunities in every classroom are essential to effective identification practice.
- 5.8.** Our School is particularly vigilant to identify the 'hidden gifted' or under-represented groups such as those for who English is not their first language, those with learning or physical disabilities or those from different cultural or socio-economic groups.
- 5.9.** Identification of the needs and abilities of all children is based on a portfolio approach of assessment, utilising a range of qualitative, quantitative and value-added measures

6. The Role of Teaching Assistants (TAs)

6.1. Teaching Assistants and Early Years Educators/Nursery Nurses provide support for the:

- Pupils
- Teachers
- Curriculum

6.2. At Reay Primary School most pupils with special needs have a link TA. TAs and Higher level TAs support children with higher level abilities and those who need support with speech and language

6.3. TAs can support pupils by:

- Developing an understanding of the specific needs of pupils
- Establishing supportive relationships with pupils and developing their self-esteem.
- Developing pupils' social skills (promoting inclusion)

- Spotting early signs of bullying and disruptive behaviour
- Helping the inclusion of all pupils – fostering peer acceptance
- Helping pupils to learn effectively through:
 1. Clarifying and explaining instructions
 2. Helping in the use materials and equipment
 3. Motivating and encouraging
 4. Helping with the recording of homework
 5. Encouraging and giving rewards
 6. Helping children with reading, spelling, behaviour etc
 7. Helping children to stay on task and finishing work set
 8. Assisting pupils with physical/ medical needs

6.4. How TAs support the Curriculum

They work in in partnership with the teacher by:

1. Supervising and assisting small groups of pupils in activities set by the teacher.
2. Running guided reading activities
3. Keeping children on task
4. Being involved at a whole class level e.g. alternating support between individuals and the whole class
5. Helping to implement lesson plans under teacher guidance
6. Making possible more ambitious learning activities (e.g. having an 'extra pair of hands' enabling more varied activities to be carried out).
7. Helping with differentiation
8. Providing support for literacy and numeracy strategies
9. Providing feedback
10. Observing pupil performance and obstacles to learning and classroom processes/organisation
11. Recording information and monitoring a pupils' progress
12. Preparing classroom materials (worksheets, books, setting up equipment)

7. The Role of Learning Mentor

- 7.1. The Learning Mentor is part of the Inclusion Team and works closely with the Assistant Head teacher for Inclusion. The Learning Mentor provides a complementary service to teachers and other staff, addressing the needs of learners who require assistance in overcoming social barriers to learning in order to achieve their full potential.
- 7.2. The Learning Mentor works with a range of children inside and outside of the classroom but gives priority to those experiencing crisis or those who have disadvantages.
- 7.3. The Learning Mentor works with children, parents and school in different ways ranging from supporting punctuality, attendance, learning, behaviour and supporting social and emotional needs and development.
- 7.4. Though the Learning Mentor is predominantly education based, her work also includes working with the wider community and outside agencies such as the Education Welfare Officer and Attendance Officer.

8. The Role of Higher Level Teaching Assistant (HLTA)

- 8.1. The HLTAs are part of the Inclusion Team. They work closely with the Inclusion Manager. They work with small groups inside and outside of class to support children who belong to a vulnerable group. They sometimes lead a class.
- 8.2. HLTAs work with small groups of children of higher ability to extend their learning.
- 8.3. One HLTA provides weekly EAL support to small groups or individual children who have specific needs in this area. She is supported by the school Speech and Language therapist.
- 8.4. The HLTA for outdoor learning provides opportunities to learn and understand through activities in the school garden and natural environments outside of school.

9. The Role of Assistant Head teacher for Inclusion

- 9.1. The Inclusion Leader works with the Head teacher and staff team to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvements.
- 9.2. The Inclusion Leader's role is;
 - To co-ordinate the provision in the school to raise achievement of children with special educational needs and disabilities and those children from vulnerable groups
 - To manage the support staff and supervise them in supporting pupils with SEND in class, in intervention groups and in the playground
 - To manage the School Art Therapists

- To prepare support programmes, teach and assess individual pupils and groups who have SEND or who are having difficulties which prevent them from making progress in class
- To work with class teachers and TA's in identifying children's special needs and encourage teaching and learning strategies that will support them and help them to achieve. This includes supporting teachers in differentiating work and teaching approaches
- To oversee records of all children with SEND, Looked After Children, Children Supported by Social Services, Children supported by the Multi Agency Team and those children with Medical Needs
- To liaise with parents of children with SEND, social and Medical Needs
- To liaise and manage external agencies such as Educational Psychologists, Health Professionals, Mental Health professionals and Social Services
- To attend and provide reports for Social Service Meetings
- In Role of Child Protection Officer and in consultation with Head teacher; to make referrals to Social Services when necessary
- To keep staff informed of responsibilities and changes of responsibility with regards to pupils with SEND and other vulnerable groups
- To keep staff informed of changes to school policy and new initiatives.
- To provide in school staff training relating to inclusion
- To feed- back inclusion information to SMT on a weekly basis
- To encourage greater understanding of pupils with specific and individual needs and to encourage good work practice
- To support pupils, staff and parents when children with SEND go through transitions.
- To liaise with Secondary schools with regards to Secondary Transfer for pupils with SEND
- To ensure all Teaching and Support Staff have learning / training opportunities that relate to SEND and EAL including preparing for future changes in role, supporting pupils with specific needs and supporting families
- To work with the school SEND Governors
- To work with pupils, staff and parents on setting and reviewing PLP targets
- To co-ordinate and prepare reports for Annual Review meetings for pupils with Education Health and Care Plans
- To make evidence based requests when necessary to the Local Authority for Statutory Assessments of pupils with SEND
- To review and update the SEND Register, G&T Register and Medical Register, Children Looked After Register and Vulnerable Children Register and update staff on this termly
- To meet with staff and parents with regard to pupils being placed on, re-positioned or taken off this register
- To liaise with admin staff on the SEND Census and EAL Census
- To replace, find and acquire resources that will support learning and development for pupils with SEND
- To work with children, staff and governors to increase disability awareness for the school community

10. Medical Needs

(See Medical Conditions Policy)

10.1. Some of our pupils have very serious medical needs and require careful supervision in school. Some children have care plans which are written by a medical team. The Assistant Head teacher for Inclusion keeps a medical register of all the children who have medical needs and has records of procedures put in place in school to support them. All medication taken in school is supervised by key adults and recorded in the Medical File which is kept in the school office along with all medication.

10.2. Parents/carers are asked to inform and update staff of their child's medical needs.

11. Vulnerable Children List

A list of children who are presenting serious concerns in relation to their physical, social, emotional welfare and behaviour is kept by the Assistant Head teacher for Inclusion and Learning Mentor and reviewed each term with the Head teacher.

12. Safeguarding

(See Child Protection and Safeguarding Policy)

All staff are reminded of Child Protection Procedures each term and are given basic level 1 Local Authority Training. The Head teacher and Assistant Head teacher for Inclusion are trained to a higher level (2 and 3) and are Child Protection Officers. The Assistant Head teacher for Inclusion is qualified to train staff at level 1. All referrals and links with Social Services are Co-ordinated by the Assistant Head teacher for Inclusion.

13. Child and Adolescent Mental Health Service (CAMHS)

Sometimes children experience emotional difficulties that can interfere with their learning. We feel it is important to offer professional support if needed so that our pupils can be given the best chances to learn.

Referrals are made (with parental consent) through the school via a CAF Form (Common Assessment Form an information and request for services form which is sent to a multi-agency team panel) or Parents can go to their GP to be referred.

14. Art Therapy at Reay School

To provide emotional, social and communication support to pupils and families in school we offer an Art Therapy Service. Our Art Therapist is a State Registered Art Psychotherapist as is our Assistant Head teacher for Inclusion. The school works with Goldsmiths College (University College London) to offer long term clinical practice to 2nd and 3rd Year MA Art Psychotherapy Trainees.

15. Partnership with Parents /Carers

Parents and carers are always encouraged to be participants in their child's education. Information is shared in Newsletters, personal letters, phone calls and meetings. The Assistant Head teacher for Inclusion is not class based in order to be available to speak with parents

16. Partnership with Outside Agencies

The school, children and families receive support from a wide range of agencies. The Assistant Head teacher for Inclusion co-ordinates this support and makes referrals, organises meetings, organises training and writes reports.

Currently Reay School receives support from;

- Speech and Language Therapist
- Educational Psychologist
- LarkHall Autism Outreach Service
- School Nurse
- Social Services
- The Looked After Children's Service
- The School Doctor
- The Paediatric Service
- The Occupational Therapy Service
- The Multi Agency Team (MAT) which includes Family Support Workers and Early Intervention Social Workers
- Health Visitors
- Lambeth Hearing Support Service
- Kennington Park Bridge to School (Pupil Referral Unit)
- Visual Impairment Support Service
- The Healthy Weight Team
- CAMHS

This policy will be reviewed by the Inclusion Leader and Headteacher and reported to the Pupil Welfare committee annually, or earlier if considered necessary.

Date agreed by Pupil Welfare Committee/Headteacher on 12 th June 2018	Signature of Chair / Vice Chair of committee or Headteacher
Date agreed for review Spring 2019	Frequency of Review Annual
Responsibility for Review Pupil Welfare Committee/Headteacher	