

Committee Responsible:	Children and Learning
Status:	Statutory
Review Period	Annual
Next review date:	Spring 2019

POLICY - S007

Kingfield Primary School is a Rights Respecting School.

At Kingfield Primary School

- We include and value everyone
- We have high expectations
- We learn through an inspiring curriculum
- We foster a love for lifelong learning
- We celebrate success

We achieve our aims in a nurturing community, through a strong foundation of values, developing positive attitudes to learning and behaviour and by promoting an understanding that rights and responsibilities go hand in hand.

Kingfield Primary School is committed to providing an appropriate and high quality education to all our children. We believe that all children have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Inclusion Policy Introduction

‘Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation’

Index for Inclusion – Booth and Ainscow 2000

- Successful inclusion should result in every pupil feeling safe, confident and happy at school. Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities. Successful inclusion should promote every pupil’s belief in themselves as a learner and valued member of our school community.
- Successful inclusive provision at Kingfield Primary School is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

Meeting Diverse Needs

At Kingfield Primary School we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

Inclusion is about equal opportunities for all groups of learners and families for whom this policy is particularly pertinent:

- Girls and boys, men and women
- Minority ethnic and faith groups, travellers, asylum seekers and refugee
- Learners who need support to learn English as an additional language(EAL)
- Learners with 'special educational needs'
- Learners who are disabled
- Those who are 'gifted and talented'
- Those underachieving
- Those on free school meals
- Those with poor attendance
- Learners with physical and sensory impairments
- Those who are 'Looked After' by the Local Authority
- Those who are vulnerable such as those who are sick, those who are young carers, those whose families are experiencing stress
- Learners at risk of significant harm
- Any learners who are at risk of disaffection and exclusion from school

Promoting and Supporting Inclusion

Head Teacher, Senior Leaders and our Governing body:

- Responsibility for making Kingfield Primary School a truly inclusive school lies with the Head Teacher, Senior Leaders and the Governing Body of the School. We aim to promote Inclusion at Kingfield Primary School through all of our policies, systems and practices.

Personalising the Curriculum

- School Leaders at all levels; including Governors, Head Teacher, Deputy and Subject Leaders are responsible for ensuring that the curriculum, in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the School.

- The School currently uses the National Curriculum and Early Years Foundation Stage Profile to support the staff, at all levels, in planning the formal curriculum.
- The School has a long term Curriculum Map which is used by year teams and individual class teachers to plan appropriate, differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual rather than age expected needs.
- School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of Extended Schools activities that are offered and break and lunchtime activities.
- All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.

Inclusion Leader:

- The school has an Inclusion Leader who is a member of its Senior Leadership Team. The Inclusion Leader takes the leading role in co-ordinating support and provision, particularly regarding pupils and families in the aforementioned groups.
- In partnership with other senior leaders and the Head Teacher, the Inclusion Leader monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

Class Teachers:

- All pupils at Kingfield Primary School spend the majority of lesson times being taught alongside their class mates in their class base. Class teachers take the lead role in managing and creating the classroom environment.
- Teachers have overall responsibility for the planning and delivery of lessons to their class or set through quality first teaching. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher by means of a Wave Intervention Plan / Provision Maps. Parents/carers are informed by their child's teacher of any additional or different provision being made for their child during termly SEN support meetings or through Parent / Teacher Consultations.
- Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken by way of Pupil Progress Meetings which are led by the Head Teacher and/or Deputy Head with support of the Inclusion Leader if required.
- Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues.

Teaching Assistants & Learning Support Assistants:

- Teaching Assistants (TAs) & Learning Support Assistants (LSAs) work with individual or groups of pupils during lessons and break or lunch times to support pupils' learning and promote their well-being. The work of a TA is directed by the teacher during lessons.

- Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Inclusion Leader.
- To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively, some work may occur alongside others within a small group, when the need is common to all.
- In order to best utilise their support for pupils' learning, the deployment of TAs / LSAs within the school is strategically managed by Senior Leaders.

Higher Level Teaching Assistant

- The HLTA provides support to pupils with behavioural needs either 1:1; in a small group setting; or supporting in class where appropriate.
- Promotes positive values, attitudes and good behaviour, dealing promptly with conflict and incidents in line with the Behaviour Policy and encourages pupils to take responsibility for their own behaviour.
- Records progress and achievement in lessons / activities systematically and provide feedback to teachers.
- The HLTA will liaise with appropriate members of staff and keep relevant parents informed of a child's behaviour.
- The HLTA will also work with children on 'I'm Fantastic' in order to promote self-esteem and reduce negative behaviours

Home School Link Worker

- The Home School Link Worker (HSLW) has a key role in promoting and supporting inclusive practice at the School.
- Helping to devise ways of best supporting the pupils he/she works with.
- Undertaking individual or group work with pupils whose behaviour gives us cause for concern.
- The HSLW advises other support staff on the running of groups aimed at developing pupils' social skills.
- Taking a supporting role with parents alongside external family support agencies.
- Supporting parents with Behaviour Management and sign posting to support services in Health e.g. Surrey SEND Information Advisory Support Services
- The HSLW supports our EAL families and promotes Family Learning
- If families need to access Early Help for timely interventions, then the HSLW will carry out an Early Help Assessment with the family.
- The HSLW (with the Inclusion Leader) liaises with secondary schools and works with parents and children to ensure a successful transition.

What are Special Educational Needs?

At Kingfield Primary School we use the definition for SEN and disability from the SEND Code of Practice (2014)

This states:

Special Education Needs (SEN): A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision

means **educational or training provision that is additional to, or different from, that made generally for others of the same age in mainstream setting in England.**

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010- that is '**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day- to day activities**'

This policy was created in consultation with staff, parents, Education, Health and Care Plan co-ordinators, SEN Governor and Senior Leadership Team.

Identification of Special Educational Needs or Disabilities

- Identification of SEND may have occurred prior to a child's enrolment at school. If this is the case, then Kingfield Primary School will seek appropriate advice and support from the relevant school and external agencies.
- When a concern is evident the class teacher will liaise with the Inclusion Leader and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should initial provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs and placed on the SEN register in consultation with the parents.
- Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.

There are four broad areas that give an overview of the difficulties a pupil may have. However, it is important to note that a pupil's needs may cross one or more of the following:

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

The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place, which in Kingfield Primary School we categorise as Wave Interventions and Provision Maps.

Interventions within the graduated response

In order to support our children successfully, one page profiles are created annually by every child to facilitate the transition into the new class.

Class teachers are responsible for providing a highly differentiated curriculum which enables all our children to access the curriculum and is appropriate to their individual needs. We call this First Quality Teaching/Wave 1 intervention.

There are specific programmes of work to target identified needs which may be accessed individually or in groups (usually not more than 6 pupils in a group). We call this Wave 2 intervention.

Sometimes children require more specialised support, for example from Reading Recovery Teacher (this is usually on a 1:1 basis). We call this a Wave 3 intervention.

WAVE 1 is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. We use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.

WAVE 2 describes targeted small-group intervention for pupils who can be expected to catch up with their peers. Wave 2 intervention is designed for children for whom a well-structured short-term programme, possibly delivered by a TA / LSA working with a teacher, is all that is needed to enable them to make accelerated progress.

WAVE 3 is about intervention for whom Quality First teaching and Wave 2 catch-up programmes are not enough. It may need to be a more intensive programme, involving more individual support or specialist expertise. Children with an Education Health Care Plan (EHCP) may also have an LSA to help them within school.

Each child receiving SEN support will have a Provision map in place. Those children requiring more targeted support will have access to outside agencies.

We have a team of Learning Support Assistants and Intervention Teachers offering targeted 'in-school' support for children identified as having additional needs.

Outside Agencies who help Kingfield Primary School achieve inclusive access:

- STEPS: Specialist Teacher and E.P (Educational Psychologist) Service
 - LLS (Language and Learning Support)
 - E.P (Educational Psychologist)
 - B.S (Behaviour Support)
- Occupational Therapy
- Physiotherapy
- Speech and Language Therapy
- Physical and Sensory Support
- Hearing Impaired
- Vision Impaired
- Racial and Ethnic Minority Service (REMA)
- Freemantles Outreach Workers (Autistic Spectrum)
- CAMHS- Child and Adolescent Mental Health Team
- HSLW
- ELSA
- Counselling (triaged)

The above services are the most commonly accessed services. It may be necessary to complete an **Early Help Assessment (EHA)** as part of **SEND Support Arrangements**. The HSLW will co-ordinate EHAs. We aim to involve the child in all discussions around their learning.

We will endeavour to provide all our staff with the necessary training to support our SEND children successfully.

Roles and Responsibilities

The Governing Body

The school's governing body, in co-operation with the Headteacher, determines the school's general policy and approach to provision for children with SEND with and without EHCPs. They also establish the appropriate staffing and funding arrangements and maintain general oversight of the school's work.

The Headteacher

Mr David Jackson, Headteacher, has responsibility for managing the provision for children with SEND along with the Inclusion Leader. He liaises closely with the school's Inclusion Leader to ensure appropriate provision is available for all children on the SEN Register. He keeps the governing body fully informed of any SEN issues.

The Special Educational Needs Co-ordinator (SENCo)

Ms Helen Sweeney is Inclusion Leader. She has responsibility for the day to day operation of the school's Inclusion Policy and for co-ordinating specific provision for pupils with SEND, including those with Education, Health and Care Plans (EHCP).

SEND Admin Assistant

Ms Nicky Oehl is responsible for SEND Admin. She has responsibility for co-ordinate parents, staff and outside agencies for meetings and referrals. She monitors systems and procedures.

Governor with responsibility for SEN

Sue Jackson and Charlotte Buchannan

Home School Link Worker (HSLW)

Lisa Prior

Special Educational Needs and Disability Act 2001

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 to introduce a duty on public authorities (including the governing bodies of schools) when carrying out their functions to have regard to the need to:

- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the DDA
- Eliminate harassment of disabled people that is related to disability
- Promote positive attitudes towards disabled people
- Encourage participation in public life by disabled people
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

Kingfield Primary School will not discriminate against disabled pupils. Kingfield Primary School will make reasonable adjustments to accommodate disabled pupils. Kingfield Primary School is now fully accessible to wheelchair users. The Inclusion Leader is responsible for ensuring that a disabled pupil has access to the curriculum.

Kingfield Primary School produce and publish a Disability Equality Scheme to show how they will meet their duties (see Equality policy).

English as an Additional Language

Admissions Procedure

In order to provide our EAL children and their families with a safe, welcoming environment where they feel part of the school community, we will follow our EAL Admissions Procedure:

Once the child's place has been accepted, our Admissions Officer will clarify the child's EAL status. A meeting will be arranged with the family to attend a Welcome Meeting. We will endeavour to have both our Home School Link Worker and the Class teacher available to introduce themselves. At this meeting we will try and build a profile of the child and their background using the questionnaire provided by REMA Advisory service. (Racial, Ethnic, Minority Achievement).

The EAL Leader

Helen Sweeney – SEN and Inclusion Leader fulfils the role of EAL/EMA Leader

Home School Link Worker

Lisa Prior

EAL Leader's Role

- Identify EAL pupils using assessments and through discussion with class teacher.
- Ensure that all EAL children have access to appropriate support and intervention groups e.g. Time To Talk, Socially Speaking, language for Thinking etc /curriculum adaptations such as visual charts.
- Identify EAL pupils on Provision Maps
- Support Class teachers to support their EAL children by facilitating in- school training from REMA if necessary.
- Through Pupil Progress Tracking Meetings and Provision Mapping/Management identify EAL progress and ensure effective interventions are in place
- Attend REMA training sessions
- Enable relevant TAs to attend REMA training sessions
- Meet termly with parents of those EAL children who access 'additional support' to review progress
- Collaborate with HSLW to ensure smooth transition arrangements for Y6 pupils moving to Secondary School
- Collaborate with HSLW and ELSA to ensure EAL families get the support they need
- Establish a welcoming environment for EAL families into Kingfield Primary School community. We will welcome EAL families and encourage communication with school through informal workshops/coffee mornings.
- Liaise with local schools to invite staff with second languages to our EAL workshops, if necessary, to help communicate with specific families
- Arrange with REMA for Translator if necessary for parents to access meetings

HSLW

- Will liaise with EAL children and families to ensure full support is given to those families that need extra help
- Complete EHA with identified families
- Liaise with relevant professional s to ensure full community access

EAL Assessment

- EAL Questionnaires forms (REMA) available from EAL Leader. These are for the family to complete (if they have written English) and share with Staff.

- BPA- Bi-lingual Pupil Assessment assessments can be accessed via REMA if required.
- FLA- First Language Assessments can be accessed via REMA if required. This would be most likely to happen if the school felt Special Educational Needs were a possibility, or Social Emotional Mental Health needs were presenting

Training

Regular courses are offered either for whole staff or individuals through REMA. EAL Leader and TAs also attend relevant courses offered through REMA.

Gifted, Able and Talented

Lead – David Jackson

Definition

Gifted and Talented is defined by the DFE as,

‘Children and young people with one or more abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).’

Gifted describes learners who have the ability to excel academically in one or more subjects such as English (reading and or writing), maths, science.

Talented describes learners who have the ability to excel in practical skills such as sport, dance, art or leadership.

Identification

Usually high ability is categorised in 6 areas:

- High intellectual ability
- Mechanical ingenuity
- Physical talent
- Visual and performing abilities
- Creativity
- Outstanding leadership and social awareness

Ability rather than just achievement and attainment is used for identification so that underachievers are amongst those identified. Identification is a continual process and the children are continually assessed.

The school will seek to provide an enriched curriculum for all children. Through this it will be possible to identify the most able.

As appropriate, teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils.

Leadership and Management

The Gifted, Able and Talented Leader, will:

- Maintain the register in consultation with other staff
- Monitor the school’s provision for pupils identified as being Gifted, Able or Talented and ensuring that the school provides for mastery level across subjects.
- Monitor the progress of pupils identified as being Gifted, Able or Talented by monitoring and reviewing pupil progress of children on the Gifted, Able and Talented register, ensuring where appropriate that children are reaching the exceeding and mastery level.

Evaluating the Success of the Inclusion Policy

We will use Provision Mapping, Person Centred Outcome Reviews together with other tracking assessments and termly Pupil Progress Meetings to evaluate the effectiveness of any interventions. This will determine whether the Intervention continues to be relevant or if we need to address highlighted issues with alternative interventions. Baseline Assessments on entry to intervention programmes which will then be referenced against end of intervention assessments to inform this evaluation.

There is an expectation that all children, including those with SEND, make three points progress over an academic year; all teachers have pupil progress targets in their appraisal objectives. Teachers monitor, track and analyse pupil progress and this is shared at termly pupil progress meetings. Children who are not making the expected progress are identified and provision adjusted in order to promote progress. The Inclusion Leader works closely with class teachers to track the progress of children on the SEND register and is accountable for the progress of these children.

The Inclusion Leader will liaise with the SEN Governor to review the numbers of pupils receiving SEN Support and those with EHCP.

Complaints

If a parent/carer has a complaint, an appointment should be made to see the Headteacher. We ask that parents seek a meeting with the Headteacher at the first opportunity, in order to discuss their complaint in a view to address it and hopefully resolve it at this stage.

Should a parent wish to make a complaint they are asked to follow the school Complaints Procedures which is based on Surrey Policy.