



## INCLUSION POLICY

<b>Policy Type</b>	
<b>Adopted by the Trustees</b>	
<b>Chair of the Trustees</b>	<b>Rev Nigel Sinclair</b>
<b>Date</b>	<b>23.05.2019</b>
<b>To be reviewed</b>	<b>23.05.2021</b>

**For Carlton Miniott Primary Academy:**

**Person for overall responsibility for SEND and Inclusion:** Mrs A Amesbury

**The Academy's SENCO is:** Mrs A Amesbury

**The SEND link governor is:** Mrs E Foster



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### **Introduction:**

Elevate Multi Academy Trust (Elevate) has agreed this Policy and as such, it applies to all Academies within the Trust.

Elevate and its Academies are committed to improving the life chances of all children. Where they have the capacity to make a difference, Elevate and its Academies are morally bound to do so.

The policy has been developed in response to national and local authority initiatives which support inclusive learning.

### **Elevate and its Academies:**

- Values the abilities and achievements of all its children, and is committed to providing for each child the best possible environment for learning;
- Actively seek to remove the barriers to learning and/or participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity is a reality for the children;
- make this a reality through the attention paid to the different groups of children within the Academies.

### **Links to this Policy:**

Elevate Teaching Learning & Assessment Policy,  
Elevate/Academy Behaviour Policy,  
Elevate Anti-Bullying Policy,  
SEND policy,  
Pupil Premium Policy,  
Elevate Safeguarding and Child Protection and Policy,  
Elevate Equality Information  
Policy, Elevate complaints Policy  
Academy prospectuses.

A copy of this policy is available for all parents, carers and staff via the Academy website. A hard copy can also be obtained from the Academy office upon request.

If you need this policy in a different format (larger font size, audio, braille, or in a different language, or other) please contact us and we will do our best to help.

### **This policy applies to children who:**

- have Special Educational Needs and/ or a Disability (SEND);
- have medical needs;
- reflect social and cultural diversity;
- have attendance and/ or punctuality difficulties;
- are Young Carers;
- use English as an Additional Language (EAL);
- are refugees or asylum seekers;
- are mobile life styles as Travellers;



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- are Children Looked After (CLA);
- live in poverty or may be homeless;
- are more able;
- bully or are victims of bullying;
- are bereaved;
- are traumatised;
- present with safeguarding concerns.

### Legislation:

This policy meets requirements set out in the Children and Families Act 2014.

It is written with reference to the following legislation and documents:

- Special Educational Needs and Disability Code of Practice 2015
- Equalities Act 2010
- School Admissions Code of practice
- Supporting Pupils at School with Medical Conditions (June 2014)
- Schools Complaint Toolkit 2014
- The National Curriculum
- Teachers Standards 2012
- Working together to safeguard Children (2018)
- Keeping Children Safe in Education 2018

### Statement of Intent:

Elevate and its Academies:

- Celebrate every child's individual strengths, no two learners are alike;
- Provide an enriching curriculum full of opportunities for children with different skills, interests and talents in which to thrive and experience success;
- Actively encourage children to be resilient and persevere when faced with difficulties. It is acknowledged that everyone is good at different things and faces different challenges, including children and adults;
- Often discuss this as a whole school during worship and also in the classroom, remembering our Christian values of kindness, friendship and respect;
- Provide children with a secure and caring environment, and do everything possible to help them to flourish as a unique individual.

With guidance from the Academy's SENCo, and established links with the Local Authority Inclusive Education Service, teaching staff are supported to teach children with additional needs both in their own classroom, and in designated group rooms and therapy spaces when required.

Additional in-class support is provided by teaching assistants, and one-to-one's where required, as well as a range of provision and technology (including iPad's and Laptops) to ensure that access to learning is enhanced for all.

There are some organised extra-curricular clubs and activities which all children have access to. Additional provision or adjustments may need to be organised for particular children in order to ensure their inclusion.

### Organisation of Learning:

Elevate and its Academies:

- Plan the approaches to teaching and learning so that all children can take part in lessons fully and effectively.
- Are aware of the requirements of the equal opportunities legislation that covers disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex, and sexual orientation.
- take specific action to respond to children's diverse needs and to provide access to learning for all by:
  - creating effective learning environments;
  - securing children's motivation and concentration;
  - providing equality of opportunities through teaching approaches;
  - using appropriate assessment approaches;
  - setting suitable targets for learning;
  - planning, where necessary, to develop children's understanding through the use of all available senses and experiences;
  - planning for children's full participation in learning activities;
  - helping children manage their behaviour and to take part effectively and safely;
  - helping individuals to manage their emotions, particularly trauma or stress and to take part in learning;
  - using materials and resources that are non-discriminatory.

### Inclusive Monitoring:

The following groups are specifically monitored with reference to how much Elevate and its Academies 'includes' them and provides for their learning needs:

- boys and girls;
- children from minority faiths, ethnicities, Travellers, asylum seekers, refugees;
- children who have English as an Additional Language (EAL);
- children who have Special Educational Needs and/ or a Disability (SEND);
- children who are subject to Child Protection or Child in Need plans;
- children who are at risk of disaffection or exclusion, Young Carers, sick children, children from families under stress;
- children with social, emotional and/ or behavioural difficulties;
- children who are Looked After (CLA);
- children who are entitled to Free School Meals (FSM) and in those receipt of Pupil Premium.



### Definition of Special Educational Needs - Code of Practice 2014

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A child under compulsory school age has special educational needs if they fall within the either definition above, or would do so if special educational provision was not made for them.

### SEND Local Offer and North Yorkshire County Council (NYCC) and SEND Information Report:

NYCC has published its Local Offer for parents or carers of children who have Special Educational Needs or a disability (SEND) and all those who support children with additional needs. This includes information about services across health and social care as well as private, voluntary and community sectors. This can be found at:

<https://www.northyorks.gov.uk/send-local-offer>

<https://www.leeds.gov.uk/local-offer/leeds-local-offer/special-educational-needs-disability>

The school's SEND Information Report explains how this policy is implemented. It can be found via Elevate and its Academies website.

### Aims and Objectives:

**Aims:** To provide every child with a broad and balanced curriculum which encourages them to achieve their full potential, whilst fostering their independence;

To secure special educational provision which is additional to and different from that provided within the differentiated curriculum to respond to the 4 areas of special educational need:

- Communication & Interaction;
- Cognition & Learning;
- Social, Emotional and Mental Health;
- Sensory and / or physical

**Objectives:** To identify and support the needs of children with SEND as early as possible;

- : To plan and deliver appropriate provision which overcomes barriers to learning;
- : To work in partnership with parents or carers to gain a better understanding of their child and to involve them in all aspects of their child's education;
- : To value the role that children have in assessing their own needs and planning their next steps;
- : To work closely with outside agencies when a child's needs cannot be met by the Academy alone.



### **Responsibility for the Coordination of SEND Provision:**

References below to 'the Head teacher' includes the Executive Head teacher, Head teacher or acting Head teacher as appropriate.

The Head teacher has overall responsibility for the provision and progress of learners with SEND. The person responsible for overseeing and co-ordinating the day to day provision of education for children with SEND is the SENCo. Elevate's Board of Trustees has delegated their responsibility to the Academy's Local Governing Body (LGB) to ensure that the provision for children with SEND is made in line with statutory requirements, as outlined in the **SEN Code of Practice 2014**.

### **Graduated Approach to the Identification of and Provision for Children's' Needs:**

Provision for SEND is a whole school matter. All teachers are teachers of children with SEND.

#### **Quality First Teaching:**

- If concerns about a child's rate of progress arises, a child is monitored closely by their class teacher in order to determine whether they may have SEND;
- The child's class teacher will take steps to provide more carefully differentiated learning opportunities to facilitate the child's rate of progress;
- The SENDCo may be consulted for support and advice and may observe the child in class; • Parents or carers will be informed fully of the circumstances under which their child is being monitored. They are encouraged to share information and knowledge with the Academy; • The child is recorded by the Academy as being under observation due to concern by parent, carer or teacher but this does not place the child on the Academy's SEN register.

#### **SEND Support:**

- Where it is determined that a child does have SEND and needs additional and different support in order to meet their full potential, parents or carers will be consulted;
- Parents, class teacher and SENDCO, will then discuss next steps and seek parental consent if the Academy feels a referral to an outside agency team is necessary;
- Specialists from different teams within the locality offer support and advice to schools, children and families, to ensure all children's needs are met.
- The aim of formally identifying a child with SEND is to help the Academy ensure that effective provision is put in place which removes barriers to learning and accelerates the child's progress.

Support is provided through a 4 part process:

- Assess
- Plan
- Do
- Review

This on-going cycle helps identify which strategies are the most effective in supporting the child to achieve good progress and outcomes.



### **Referral for an Education, Health and Care Plan (EHCP):**

If a child has lifelong or complex difficulties which mean they require a significantly higher level of support, they may undergo a Statutory Assessment Process. This is usually requested by the Academy but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessment, planning and provision is required. The decision to make a referral for an EHCP will be taken at a progress review.

The application for an EHCP will combine information from a variety of relevant sources, including:

- Parents/carers
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

### **Education, Health and Care Plans [EHCP]**

- Following Statutory Assessment, an EHCP will be provided by NYCC, if it is decided that the child's needs are not being met by the level of support that is ordinarily available within the Academy;
- The Academy and the child's parents or carers will be involved in developing and producing the plan;
- Parents have the right to appeal against the content of the EHCP;
- They may also appeal against the Academy named in the Plan if it differs from their preferred choice;
- Once the EHCP has been completed and agreed, it will be kept as part of the child's formal record and reviewed at least annually by staff, parents and the child;
- The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Further information about EHCP can found via the SEND Local Offer:

<https://www.northyorks.gov.uk/send-local-offer>

<https://www.leeds.gov.uk/local-offer/leeds-local-offer/special-educational-needs-disability>

### **Recording of Provision:**

The provision which the Academy makes for a child is recorded in the following documents:

- Individual Provision Map: updated by parent, child and class teacher at October, May and February half term each year.
- Inclusion Passport: updated by class teachers throughout the year and reviewed annually by the SENCO. If other agencies are involved, a multi-agency review will be held and the outcomes recorded on the Inclusion Passport.



## Monitoring and Evaluating the Success of SEND Provision:

Pupil progress is monitored on a termly basis.

Progress is identified as that which:

- Better the child's previous rate of progress;
- Closes the attainment gap between a child and their peers;
- Prevents the attainment gap from widening;
- Demonstrates an improvement in self-help, or personal skill;
- Demonstrates an improvement in the child's social, emotional and mental well-being.

## Risk Assessments:

Risk assessments will be undertaken and recorded, where necessary, in order to ensure that children's access needs are met and that the safety and well-being of all are given due consideration where necessary.

## Children's Attainment is Recorded as Follows:

- **EYFS:** using the developmental statements of the EYFS Development Matters Curriculum
- **Years 1-6:** using age related expectations outlined in Classroom Monitor, (an online progress tracker used as an assessment tool for class teachers) attainment is tracked
- Where children are not yet working within National Curriculum levels, Pre Key-Stage standards are used to track progress.

## Allocation of Resources for Children with SEND:

- The Academy budget includes funds for supporting children with SEND;
- The Head Teacher decides on the budget for SEND in consultation with the LGB, on the basis of needs in the Academy;
- The Head Teacher and the SENDCo discuss all the information they have about the needs of pupils with SEND in the Academy, including:
  - Children already receiving extra support;
  - Children requiring extra support;
  - Children who have been identified as not making as much progress as would be expected;
  - Decide what resources, training and support are needed. All resources, training and support are reviewed termly and changes made as required.

## Facilities for Children with SEND:

The Academy complies with accessibility requirements as detailed in its Access Plan. See SEND Information Report for further details.

## Specialist Support Services:

Elevate and its Academies maintains effective working relationships with a variety of external support services in order to ensure it provides the best possible support for its children with SEND. Consent is always sought from parents or carers before referring to another professional.





### **Concerns and Complaints:**

If a parent or carer have any concerns or complaints regarding their child, they should make an appointment to speak to the class teacher, SENDCo or Head teacher as soon as possible.

Full details of our complaints procedure can be found on the Academy's website.

Teachers are made aware of the individual needs in their classes and take these needs into account when planning. Strategies may include:

### **English as an Additional Language (EAL):**

- access to dual language texts, posters and displays;
- access to word banks;
- opportunity for visual literacy techniques such as reading pictures and drama
- opportunity for discussion and cooperative learning;
- display artefacts and materials which reflect the children's home background/ culture;
- encourage children to write their own dual texts, when appropriate;
- plan learning opportunities in lessons which reflect ethnic minority backgrounds/ cultures.

Particular care will be needed with children whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from Special Educational Needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.