

Ratified by Governors on 6 March 2012



**TANY'S DELL COMMUNITY PRIMARY
SCHOOL & NURSERY**

INCLUSION POLICY

Aims

This policy aims to set out the school's rationale, principles and practices for Inclusive Provision. It is expected that members of the school community will have a clear understanding of their roles and responsibilities in meeting the needs of all our pupils within a safe, supportive and inclusive culture.

Rationale

Tany's Dell Community Primary School and Nursery is committed to providing a high quality of education which meets individual needs. We believe that all children have a common entitlement to a broad and balanced curriculum, which is accessible to them, and that they are fully included in all aspects of school life.

Principles

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.

Tany's Dell is committed to Inclusion. We respond to children in different ways. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and achievement of different groups of learners:

- Girls and boys
- Pupils learning English as an additional language
- Pupils from minority ethnic and faith groups, travellers, asylum seekers and refugees.
- Pupils with special educational needs.
- Pupils who are disabled.
- Pupils who are gifted and talented.
- Pupils who are looked after by the Local Authority.
- Others such as those who are sick; those who are young carers; those who are in families under stress.
- Pupils who are at risk of disaffection and exclusion.

The development and monitoring of the school's work on Inclusion is undertaken by the Inclusion Manager in consultation with the Headteacher, Deputy Headteacher, school staff, governors, parents, Local Authority and other external agencies.

Objectives

1. To ensure that the school meets the needs of all children regardless of ability.
2. To continually monitor the progress of all pupils, identifying needs as they arise and to provide support as early as possible.
3. To provide full access to the curriculum through differentiated planning by class teachers, SENCo and support staff as appropriate.

4. To enable children to be well equipped in the basic skills of literacy, numeracy, speaking and listening and social independence to meet the demands of school life and learning.
5. To involve the children themselves, where possible, in planning and in any decision-making that affects them.

The Inclusion Manager keeps a detailed Provision Map, which is a record of the interventions being used to support identified pupils:

- **Gifted and Talented (G&T)** Support is provided through quality first teaching and differentiation. Some additional activities are organised through the Local Delivery Group (HEC).
- **Class Action** Initial concerns are monitored by the Class Teacher. Low level interventions are set up and impact of these is measured over a short time-scale.
- **School Action (ESA)** Pupils may require a Group Education Plan (GEP) or an Individual Education Plan (IEP) which identifies targets for them to achieve within a given time-scale. These are organised and co-ordinated by the Class Teacher and are reviewed with the pupil and their parents/carers at least once a term.
- **School Action Plus (ESA+)** Pupils have one or more particular difficulty or barrier to learning. The Inclusion Manager and/or SENCo writes a detailed IEP to help support the individual pupil, giving them improved access to learning. We may also seek support from outside agencies. IEPs are reviewed termly with teachers, parents/carers and pupils.
- **Statement (S)** Pupils have severe learning or behavioural difficulties. The Inclusion Manager and/or SENCo co-ordinates their support alongside the Class Teacher. Outside agencies are involved.
- There is a separate record for our EAL students and children receiving emotional support through counselling.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Children's needs are also assessed with reference to:

- Baseline assessment results (Foundation Stage Profile).
- End of KS1 and KS2 SATs results.
- KS2 Optional SATs results.
- Progress measured against the objectives in the National Strategies Programme.
- National Curriculum descriptors for the end of a Key Stage.

- Skills measured against the development steps in the Tany's Dell Curriculum.
- Progress measured against individual targets (IEPs).
- Standardised screening and assessment tools.
- Observations of behavioural, emotional and social development.
- Assessments by a specialist service, such as educational psychology, identifying additional needs.
- An existing Statement of SEN.
- Another school or LA which has identified or has provided for additional needs.

Arrangements for coordinating inclusive provision

1. The Headteacher or Deputy Headteacher will meet with each class teacher once a term in a Pupil Progress meeting. During these meetings they will identify children who might not be making as much progress as their peers and suggest possible interventions and additional provision. The Class Teacher passes on any appropriate information to the Inclusion Manager / SENCo.
2. Targets arising from Pupil Progress meetings will be fed into Target Tracker which is then used to support whole school data analysis.
3. The Deputy Headteacher monitors the progress and attainment of the identified vulnerable groups termly and uses the analysis to inform the provision and work with outside agencies.
4. The Senior Leadership team monitor the quality and effectiveness of provision for pupils through classroom observations, sampling of work and data analysis.
5. Inclusive provision is primarily delivered by Class Teachers through differentiated teaching methods. Each class also benefits from an LSA whose support is planned and co-ordinated by the Class Teacher.
6. Additional support is provided by the Inclusion Manager, SENCo Assistant, and trained Learning Support Assistants (LSAs) throughout the school and is outlined in the school's Provision Map.
7. The Provision Map is reviewed termly in consultation with the Headteacher, Deputy Headteacher and the Inclusion Manager. This is in order to ensure that the support provided within the school is in line with current pupil needs and that interventions are having a positive impact on pupil progress.
8. An additional focussed programme of interventions is available to identified pupils. Highly trained LSAs offer specific interventions to support small groups/individual pupils on areas of difficulty, e.g. Literacy, Numeracy, Social Skills and Speech and Language.

Each term the Inclusion Manager provides a report to the Governing Body, including information on the numbers of pupils receiving special educational provision through School Action, School Action Plus and Statements as well as any pupils for whom a Statutory Assessment has been requested. The report also includes information on activities and events that have taken place during the term.