



Prae Wood Primary School

St. Albans, HERTS

Everyone valued, Everyone learning

Inclusion Policy

Updated September 2017

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1. Introduction

This policy complies with equality legislation. At Prae Wood Primary School we recognise that we have to make special efforts to ensure that all groups prosper, including those with special educational needs; those who have difficulties in accessing the school's facilities or services; who speak English as an additional language; those who have frequent moves and lack stability, leading to time out of school (eg. children in care); those who as children are caring for others; those who come from homes with low income and/or inadequate home study space; those who experience bullying, harassment or social exclusion; those with low parental support or different parental expectations; those with emotional, mental and physical well-being needs; those who exhibit challenging behaviour; those who come from minority ethnic groups including travellers, refugees and asylum seekers.

This policy applies to the whole school, including the Nursery Class and Foundation Stage.

2. Special Educational Needs

At Prae Wood Primary School we recognise that every pupil has individual and unique needs. However, some pupils require more support than others to achieve the five outcomes of the Every Child Matters agenda. We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary difficulties. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We aim to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude

- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

Main ECM outcomes: all 5 – be healthy, stay safe, enjoy and achieve, make a positive contribution & develop economic well-being.

Roles and responsibilities of headteachers, other staff, governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in cooperation with the headteachers, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (Ann Rabinowitz, the SEND Governor) who takes particular interest in this aspect of the school.

The **headteachers** have responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- keeping the governing body informed about SEN issues
- working closely with the SEN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

The **governing body** will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- the implementation of the school's SEN policy is reported to parents
- they have regard to the requirements of the SEN Code of Practice (2001)
- parents are notified if the school decides to make a special educational provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN

- the quality of SEN provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy

The **special educational needs co-ordinator** (SENCO), Tracey Lockwood, is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEN
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEN
- supporting class teachers in devising strategies, drawing up Individual Educational Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, eg. teacher assessment and end of KS2 SATs
- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to another
- taking part in local authority SEN moderation

Class teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice and assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN

Learning Support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Arrangements for complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint parents should follow the procedure in the school's complaints policy.

Arrangements for monitoring and evaluation

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of pupils tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- monitoring of procedures and practice by the SEN Governor through termly feedback from HT and SENCO
- the school profile and prospectus, which contain the required information about the implementation and success of the SEN policy
- the school's annual SEN report, which evaluates the success of the policy and sets new targets for development, within the HTs report to Governors
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from local authority personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.

3. Able, Gifted and Talented

At Prae Wood Primary School we believe all pupils are entitled to develop to their full potential. Able, gifted and talented pupils are given the opportunity to develop their specific abilities, gifts and talents alongside their normal educational development. All achievement is celebrated and children are given every opportunity to share their gifts and talents with others.

Main ECM outcomes: enjoy and achieve, make a positive contribution & develop economic wellbeing

Definitions

Able pupils are: working at a high ability level in one curriculum area (Mathematics, English or Science) and are in the top 10% of each cohort

Gifted pupils are: working at a level substantially above the national average for their peer group (2 years in chronological age)

Talented pupils are: those who have abilities in art & design, music, PE, dance, drama, a specific sport.

Purpose of identification

- To enable all pupils to develop their full potential
- To promote and celebrate high achievement
- To enable pupils who are able, gifted and talented to meet and learn together
- To develop provision for these pupils in all areas of the curriculum
- To ensure that able, gifted and talented pupils have an equal access to the wider curriculum

Roles and responsibilities of headteachers, other staff, governors

Provision for children identified as able, gifted or talented is a matter for the school as a whole. It is each teacher's responsibility to provide for able, gifted or talented pupils within their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for meeting the needs of able, gifted or talented children and for following the school's procedures for identifying, assessing and making provision to meet those needs. The governing body, in co-operation with the headteachers, has a legal responsibility for determining the policy and provision for able, gifted or talented pupils.

The **headteachers** have responsibility for:

- The management of all aspects of the school's work, including provision for able, gifted and talented pupils
- Keeping the governing body informed about able, gifted and talented issues
- Working closely with the inclusion leader within the school
- Ensuring the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors

The **governing body** will ensure that:

- Able, gifted and talented provision is an integral part of the school development plan
- The necessary provision is made for any pupil identified as able, gifted or talented
- They, and the school as a whole, are involved in the development and monitoring of this policy

Class teachers are responsible for:

- Including able, gifted and talented pupils in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the inclusion leader for advice on assessment and strategies to support inclusion
- Making themselves aware of this policy and procedures for identification, monitoring and strategies to support inclusion

Learning support staff/teaching assistants should:

- Be fully aware of this policy and the procedures for identification, assessing and making provision for able, gifted and talented pupils
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

Guidelines

- A register which identifies able, gifted and talented pupils will be kept and updated regularly
- Opportunities for developing these abilities, gifts and talents will be included in teachers' planning
- The Able, Gifted and Talented Leading Teacher and Key Stage Leaders will monitor provision termly
- Subject leaders will monitor the teaching and learning for these pupils
- Specific programmes of study will be considered for individual children where necessary
- Effective open-ended questioning will be used where children are encouraged to develop their higher order thinking skills
- Pupils will be offered breadth, depth, acceleration, independence and reflection where appropriate
- Opportunities to work in small challenge groups in and out of class activities will be provided where appropriate
- Enrichment activities will be arranged on a regular basis
- Parents will be informed where appropriate and asked to become partners in developing their child's abilities, gifts or talents
- Staff will be trained on how to develop able, gifted and talented pupils within their lessons
- Appropriate resources will be identified and listed for staff to access

4. Equality

Main ECM outcomes: be healthy; stay safe; enjoy and achieve; make a positive contribution.

Roles and responsibilities of headteachers, other staff and governors

The **headteachers** will ensure that a school culture and ethos is established, maintained and developed which:

- Celebrates diversity/equality and achievement
- Promotes high expectations, positive attitudes towards disabled people and those of different ethnic groups or religions
- Listens to and involves pupils, parents, carers and staff
- Communicates behaviour expectations
- Ensures that it welcomes applications for school places and jobs from all sections of the community
- Ensures that incidents are reported, analysed, addressed swiftly and effectively, and reported on, and that all termly returns to the local authority on racial incidents and anti-bullying are accurate and submitted on time

The **headteachers** will also prepare an equalities plan to describe what the school will do to ensure that school policies and practice do not discriminate, directly or indirectly, against adults or pupils in the school; that the school is accessible to all; and that positive role models and a wider perspective will strengthen the school.

The **staff** will actively implement this policy and the equalities plan, and support the monitoring of impact

Parents and carers will be consulted on the policy regularly and kept informed through the school prospectus and home/school agreement

Visitors and contractors will be made aware of the policy through relevant signs around school and clauses in contracts

The **governing body** will;

- Incorporate equality targets into the school plan
- Designate a lead governor for equality issues
- Use its power to nominate governors to ensure its composition reflects the community it serves
- Encourage parents and staff from all ethnic groups when recruiting to the governing body
- Apply the principles of best value without discrimination when purchasing goods and services
- Monitor and evaluate the implementation and impact of this policy using the outcomes to inform future plans
- Review the issues arising from termly data returns submitted to the local authority and consider any actions or issues arising
- Disseminate the outcomes of evaluation to the whole school community, together with a summary of the action to be taken

The governing body expects all members of the school community to be committed to this policy, and that visitors will comply with it. It accepts responsibility for ensuring that this policy is implemented in every aspect of school life. If there is a breach of the policy, the school will take appropriate action.

Arrangements for monitoring and evaluation

The governing body will monitor the pattern and frequency of equality related incidents. It will receive reports from the headteachers that enable evaluation of the relevance of provision for dealing with equality related incidents – defined as any incident which is perceived by the victim or any other person to contravene this policy. Serious breaches constitute criminal offences.

5. English as an additional language

Main ECM outcomes: enjoy & achieve, making a positive contribution and economic well-being

Roles and responsibilities of headteachers, other staff, governors

Provision for children with English as an additional language (EAL) is the responsibility for the school as a whole. It is each teacher's responsibility to provide for EAL children within their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for meeting the needs of EAL children and for following the school's procedures for identifying, assessing and making provision to meet those needs. The governing body, in co-operation with the headteachers, has a legal responsibility for determining the policy and provision for EAL pupils.

The **governing body** will ensure that:

- Provision for children with English as an additional language is an integral part of the school development plan

- The necessary provision is made for any pupil identified
- They, and the school as a whole, are involved in the development and monitoring of this policy

Class teachers are responsible for:

- Including pupils with English as an additional language in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the inclusion leader for advice on assessment and strategies to support inclusion
- Making themselves aware of this policy and procedures for identification, monitoring and strategies to support inclusion

Learning support staff/teaching assistants should:

- Be fully aware of this policy and the procedures for identification, assessing and making provision for pupils with English as an additional language
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies

6. Children Looked After

Main ECM outcomes: enjoy & achieve, making a positive contribution and economic well-being

Roles and responsibilities of headteachers, other staff, governors

Provision for 'Children Looked After' (CLA) is the responsibility for the school as a whole. It is each teacher's responsibility to provide for CLA within their class, and to be aware that their needs may be present in different learning situations. All staff are responsible for meeting the needs of CLA and for following the school's procedures for monitoring, assessing and making provision to meet those needs. The governing body, in co-operation with the headteachers, has a legal responsibility for determining the policy and provision for CLA pupils.

The Objective:

To promote the educational achievement and welfare of children looked after on the roll of the school

The name of the Designated Teacher for Children Looked After for the school is Jenny Sheppard

The **designated teacher for CLA** will ensure that:

- The educational achievement of each child looked after on roll is monitored, tracked and promoted and where relevant, accelerated
- Advice on the most effective use is made of Pupil Premium funding is given
- PP funding and additional budget share funding is used to support the learning objectives for the child
- They are accountable for how the funding is spent and the outcome achieved
- All staff, both teaching and non-teaching, are aware of the difficulties and educational disadvantages faced by children 'in care' and understand the need for positive systems to overcome them
- They promote the involvement of these children in school homework, home reading tasks, extra-curricular clubs, school councils etc

- They act as an advocate for CLA
- They develop monitor systems for liaising with carers and colleagues in Children's Services (CS) and where relevant birth parents
- These systems are monitored, kept up-to-date, and shared with the relevant services involved with the child
- Intervention will be swift where underachievement or underperformance is evidenced and PP funding will be used effectively to accelerate progress
- Attendance is regularly monitored and non-attendance is swiftly checked up on
- Personal targets on PEP are implemented fully, reviewed regularly and that all relevant school staff are aware of them
- Reports to Governing Body are given on a termly basis
- Completion of iLearn on-line learning modules for the designated teacher
- They work with the child to ensure a smooth transition to the school; that the child is happy to share information with other staff members; that the child's views are fully represented on their PEP; that a home School Agreement is drawn up with the primary carer and signed by the social worker; to fully support the child in all aspects of their development including ensuring access to additional learning opportunities through the virtual school and partner agencies
- They are the named contact for CS
- They attend the annual Designated Teachers conference and participate in area cluster meetings for additional training and to share good practice
- They develop knowledge of procedures by attending training events organised by CS or the Virtual School or cluster meetings
- They are kept informed of any updated guidance from DfE or other research or policy.

The **governing body** will ensure that:

A named governor (Ann Rabinowitz) will report to the Governing Body on an annual basis using the report from the Designated Teacher as a source of information:

- The number of looked after pupils in the school
- A comparison of test scores as a discrete group, compared with those of other pupils
- The attendance of the pupils as a discrete group, compared to other pupils
- The level of fixed term / permanent exclusions
- Pupil secondary transfer

The named governor should be satisfied that the school's policies and procedures ensure that looked after pupils have equal access to:

- The national curriculum
- Public examinations
- Additional interventions to support educational progress eg. one-to-one tuition
- Additional educational support
- Extra curricular activities
- School trips and activities off-site
- The most effective use of PP funding to raise attainment

The **Headteachers** will ensure that:

- All teaching staff who are in contact with the child are aware that he/she is being looked after by the local authority
- The designated teacher for CLA fulfils their obligations and transfers information regarding the child correctly
- The teaching assistant has a knowledge that the child is in care only if deemed appropriate
- Where another teacher may be covering a class only information deemed necessary is shared
- The correct assessment, monitoring and review procedures are followed.

Relationship to other policies

All sections within this policy should be read in conjunction with the policies on teaching and learning; child protection; equality and community cohesion; assessment, recording and reporting; behaviour and anti-bullying.

Appendix 1

The record of concern sheet currently used in Hertfordshire has been superseded by the CPOMs system currently being used at Prae Wood Primary. All concerns should be recorded on CPOMs by the member of staff reporting the concern and the relevant people should be alerted to this record ie. DSPs and deputy DSP.

RECORD OF CONCERN

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Date and Time of Concern :			
Your Account of the Concern : (what was said, observed, reported and by whom)			
Additional Information : (your opinion, context of concern/disclosure)			
Your Response : (what did you do/say following the concern)			
Your Name :			
Your Signature :			
Your Position in School :			
Date and Time of this Recording :			
Action and Response of DSP / HT			

Name:Date:.....

Record of bullying or racist incidents

Integrated Bullying and Racist Incident Record

Form 2

For each incident please complete one form and return to the designated teacher for collation and monitoring.

1. Focus of Bullying/Harassment

Please tick all elements which apply in your understanding of the incident(s):

	Definitely applies	Possibly applies
Ability		
Age/ Maturity		
Appearance		
Class/Socio-economic		
Learning Difficulties and Disability		
Ethnicity/Race*		
Religion/Belief*		
Institutional Racism*		
Gender		
Homophobia		
Sexualised		
Size		

*See County Guidelines on Dealing with Racist Incidents

2. Manifestations of Bullying/Harassment (indicate those that apply)

Perception of individual: feelings of being bullied/harassed	
Isolation/ignoring	
Teasing	
General expressions of prejudice/stereotype	
Racist literature, graffiti or insignia	
Verbal abuse or name calling (specify below)	
Targeted graffiti or hurtful note writing	
Threats including threatened physical assault	
Mobile phone/text message bullying/harassment	
Internet related bullying/harassment	
Camera phone bullying/harassment	
Actual physical assault	
Other:	

3. Those involved – please also record where appropriate:

- adults as targets or perpetrators (A)
- perpetrators from outside the school community (O)
- children/young people who are Children Looked After (CLA) or who have Learning Difficulties or Disabilities (LDD)

Targeted/wronged/distressed person/s (including ethnicity and other relevant diversity issues)	Person/s giving offence (including ethnicity and other relevant diversity issues)
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4. Description of incident(s)

Please give a precise account including places, date, times and any witnesses.

Attach any further information (e.g. pupils' accounts, witness accounts, notes of meetings)

N.B. Indicate if it is a repeat incident.

N.B. indicate if a serious incident referral should be made to the LA.

5. Action taken:

Please record all steps (including meetings, letters, investigations, sanctions)

6. Summary of those notified and/or involved

(Delete italic options where applicable)	✓	Any details (e.g. dates)
Head Teacher		
Chair of Governors		
<i>Form tutor/class teacher</i>		
Head of Year		
'Target' parents/carers notified by <i>letter/telephone/in person</i>		
'Target' parents/carers invited to the school		
'Offending person/s' parents/carers notified by <i>letter/telephone/in person</i>		
'Offending person/s' parents/carers invited to the school		
CAF initiated for <i>target/offending person</i>		
Local Authority: SEA/SIP, Anti-Bullying adviser or MECS		
Police		
Others (specify):		

7. Date for monitoring progress of those involved. Follow up on the incident and check that all parties are progressing well academically and socially

Date.....

Member of staff:

Name Date

9. Outcomes/actions from follow up.

Date policy agreed by governing body: September 2017

Date for review: September 2019 /Guidelines state free to determine