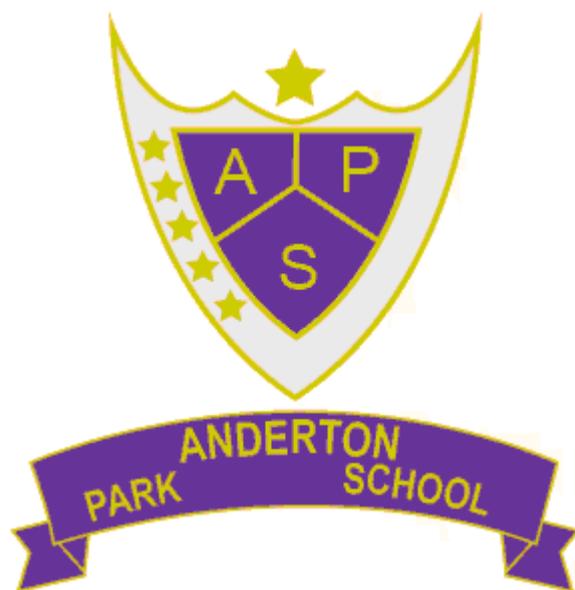


# Anderton Park Primary School

## INCLUSION POLICY



2018 - 2019

## Inclusion Policy

*March 2018*

*'Every child with a special educational need and or disability in Birmingham will have the opportunity to be happy, healthy ... enabling them to participate in and contribute to all aspects of school life.'*

*Birmingham Strategy 17-20*

**At Anderton Park School we value relationships, aspirations and the ability to sparkle. This means we all have a growth mind set, every child will progress and achieve. We teach our children to succeed, to become resilient and to develop their character alongside academic success.**

The Code of Practice states that it is an entitlement that all children have an education that enables them to make progress so that they:

- Become confident individuals living fulfilling lives
  - Achieve their best
  - Make a successful transition into adulthood, whether into employment, further or higher education or training (Special Educational Needs and Disability (SEND) Code of Practice 2015).

At Anderton Park School we provide an inclusive curriculum which meets the needs of all our children. All children will be provided with equality of opportunity both within the curriculum and with wider opportunities the school provides. Careful planning of lessons will address potential barriers to learning and support children's progress and attainment. We will seek to support parents and carers in the education of their children enabling them to make well informed decisions regarding their child.

### **Management of Special Educational Needs and Disabilities - SEND**

It is a statutory requirement for Governing bodies to have regard for the guidance as laid down in the SEND Code of Practice May 2015.

The Head teacher is responsible for the overall provision of Special Needs including informing the Governors of any developments. At Anderton Park School inclusion is of the utmost importance and therefore it is the responsibility of a senior leader to be the Inclusion lead. It is their role to:

- lead the day-to-day operation of the school's Inclusion policy
- co-ordinate provision for children with barriers to their learning
- advise on the graduated approach as laid down in the Code of Practice (as described later)
- advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaise with parents and carers of pupils
- liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- be a key point of contact with external agencies, especially the local authority and its support services
- liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- work with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensure that the school keeps records of all pupils with additional needs and these are kept up to date
- provide training for staff where there is a need
- lead Team around the Child (TAC) meetings should an Education and Healthcare Plan be considered
- organise annual reviews of Education Healthcare Plans, Statements and Provision Plans and update backgrounds and targets as necessary
- work with SENAR (Special Educational Needs and Review) to ensure all legal requirements are met

- lead the reviewing and writing of individual target plans (ITPs)
- support staff with reporting on progress to parents
- monitor progress of SEN children termly and provide a report for the Head teacher and Governors in line with school practice

## Identification of Special Needs

For some children, barriers to learning may be identified at an early age. However, for other children barriers only become evident as national expectations become more challenging for them and they begin to require additional support to enable them to make progress. Everyone who works or knows our children should be alert to emerging difficulties and respond early. A pupil has SEN where their learning difficulties or disability calls for provision different to that, or additional to anything which is normally available to pupils of the same age. Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These identify pupils that are showing barriers to their learning given their age and individual circumstances.

*We use The Code of Practice to help with identification, which states:*

- Significantly **slower** than that of their peers starting from the same baseline
- **Fails** to match or better the child's previous rate of progress
- **Fails** to close the attainment gap between the child and their peers
- Widens the attainment gap

The following broad areas of need will be considered when deciding whether a child has additional needs:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

These categories are used in our census data which also supports the provision in school.

## Mental Health and Well Being

At Anderton Park School we recognise the importance of awareness of mental health issues in children. The Inclusion lead works closely with the Pastoral Team, when appropriate, to support children with mental health issues. We work with Forward Thinking Birmingham, Malachi and other professional advisors to continuously seek to improve mental health for all our children.

## Graduated Approach for Children identified as having Additional Needs

**(Ongoing Assess, Plan, Do, Review cycle is required at all times).**

1. **First Steps supported**, as always, by "Quality First Wave Teaching" – the class teacher has concerns, the Inclusion Lead has been alerted and there has been consultation with the parents. The class teacher has the responsibility for providing appropriate, differentiated but challenging work for these children within the classroom. Impact of any additional support noted. If they are not progressing following quality first wave teaching then there is a move to targeted support.



2. **Targeted Support** – Meeting with parents, class teacher and SENCO to discuss concerns and next steps for child. The child is included in an intervention group that concentrates on an area of difficulty which is targeted, time specific and with clear objectives to support the child's learning.  
*Should the child continue to find the learning difficult despite all attempts at closing the gap using Assertive Mentoring targets, then smaller measurable steps using the continuums need to be considered.*



3. **Specialist Support** – The class teacher highlights the continuum for English and if appropriate, Maths, and, in discussion with the Inclusion Lead an Individual Target Plan is created which is shared with parents or carers. The

targets are then used in planning and become success criteria at times and are the measures for progress. The child continues to be included in an intervention group and is supported by outside agencies according to the broad area of need.

*At this stage in the graduated approach and in consultation with the views of the parent and the child it may be necessary to seek advice from outside agencies such as Pupil School Support, Educational Psychologist, a member of the Communication and Autism team, Speech and Language service and the Paediatric Services provided at Park House.*

#### **Considerations after a number of reviews at this level**

- Whether the child has severe and / or complex needs that affect everyday life
- Does the child require provision and resources that are not normally available within an educational setting
- Does the child require intensive support and help from more than one agency
- Despite high levels of support is making limited or no progress?

If any of the above apply, a Team Around the Child (TAC) meeting with all involved professionals, parents, carers and the child will be convened and an Education and Healthcare Plan discussed. If it is agreed that school and parents or parents alone wish to go forward for an EHC then procedures laid out by SENAR will be followed.

#### **Reviews and Reporting to Parents and Carers.**

Parents and carers will be consulted about the progress of their child at least 3 times a year. This is usually at Parents Evening, where the Inclusion Lead and class teachers are available to discuss the progress of children.

ITPs will be reviewed on assess, plan, do and review cycle every three months and more frequently if necessary.

Parents will be advised of progress against targets and will receive a new copy of their child's individual target plan.

At the review teachers will provide evidence of children having met targets and the impact of interventions that are happening for the children.

There will be an annual review for children with Education and Healthcare Plans to which parents and carers, children and professionals will be invited.

#### **Allocation of Resources.**

The Governors annually set the school budget and determine the resources available for meeting the needs of children with additional needs across the school. In consultation with the Headteacher additional support for a child, and training for teaching staff is always considered. Additional funding for the majority of children comes via CRISP (Criteria for Special Provision) and this money is spent on meeting those children's needs.