



## HORBURY BRIDGE CE J&I ACADEMY

### INCLUSION POLICY AND PROCEDURE

#### **Value Statement**

We are committed to an inclusive ethos underpinned by our Christian values where every child is recognised, respected and valued as an individual. We recognise that children have different educational, emotional, behavioural and social needs and we work to minimise the barriers which might exclude any child from equal access to, participation in and outcomes of education. We seek to enable all children to maximise their attainment and progress, regardless of language, culture, gender, physical, intellectual or emotional state and socioeconomic status and to integrate children with Special Educational Needs or Disabilities into both the academic and social life of the Academy.

The policy is written in line with current 'Revised SEN Code of Practice' and will be reviewed and updated as necessary in line with any changes to local and national good practice and legislation.

#### **AIMS**

We aim to ensure that the Academy offers a wide range of individual provision so that all children, regardless of their physical or academic needs and abilities, reach their full potential during their time at the school.

We will do this by:

- Providing an inclusive ethos and provision
- Valuing the individuality of each child, respecting their strengths and interests
- Providing a broad and balanced curriculum where all children have opportunities to reach their full potential academically, emotionally and physically
- Working in partnership with parents and outside agencies
- Early identification and assessment of needs
- Implementing provision to support individual needs

#### **DEFINITIONS**

##### **INCLUSION**

Inclusion is defined as

“ a process of identifying, understanding and breaking down the barriers to participation and belonging.”

National Children's Forum



## SEN

We consider a child to have Special Educational Needs or Disabilities (SEND) if:

- They have a learning difficulty that means they find it much harder to learn than the majority of their peers and need different or additional help and provision to that of most other children of the same age, in order to have equal access to the curriculum or other educational experiences, and/or
- They have a physical disability that means that it is difficult for them to use the facilities within the school.

These difficulties may be caused by difficulty with sight, hearing, speech, language and communication, multi sensory impairment, a developmental delay or disorder, a medical or health problem or a physical disability.

This can also include an emotional/social or behavioural difficulty which creates a barrier to learning.

## EAL

Children identified as having **English as an Additional Language (EAL)** are those for whom English is not their first language or their principle language at home.

## More Able

We consider a child to be **more able** if they achieve or have the ability to achieve, a level significantly in advance of the average for their year grouping in one or more curriculum areas or in any of the following;

- Physical talent
- Artistic talent
- Literacy, language or numeracy
- Mechanical ingenuity
- Leadership
- High intelligence
- Creativity
- Social skills
- Oracy or public speaking

Further, more able children can be identified if they;

- Are good all rounders
- Achieve highly in one area
- Are of high ability but with low motivation
- Are of good verbal ability but have poor writing skills
- Are very able but have a short attention span
- Are very able but have poor social skills
- Are keen to disguise their abilities

Our definitions of high ability are not exhaustive, are flexible and are constantly under review along with our strategies for identification, support and development of more able pupils.



## **IDENTIFICATION AND ASSESSMENT**

### **Graduated Scale**

All children are entitled to Wave 1 provision – teachers will provide quality first teaching with appropriate and differentiated work taking into account their current levels, targets and particular learning styles.

### **CHILDREN CAUSING CONCERN**

Children causing concern are those who with Wave 1 provision, are:-

- Not meeting targets,
- Not making expected progress,
- Showing specific signs of difficulties in some areas,
- Developing issues developing,

### **Actions**

- Continue to differentiate and plan appropriately/adapt lessons to meet their needs.
- SEN review and planning meetings are held with the Educational Psychologist and SEN Advisory Teacher twice a year. SEN drop in sessions also take place twice a year to give teachers direct advice and support. These meetings all provide the Academy with opportunities to raise concerns about individual progress and to receive advice regarding adjusting provision. Class teachers can raise concerns in school at any time and depending on the nature of the concern, can seek advice and additional resources through discussion with the Head of Teaching and Learning, Inclusion HLTA, Learning Mentor, or Inclusion Manager.
- Initial concerns (raised by either the teacher or parent), strategies being implemented and the outcomes of these are recorded by the class teacher.

### **SCHOOL ACTION/EARLY YEARS ACTION**

At this stage, the class teacher will:

- Gather information based on observations and assessments
- Consult with/inform parents regarding a child's specific needs.
- Consult the Inclusion HLTA and Inclusion Manager who will register the child on the schools SEN register
- Individual targets are set and additional provision identified
- The class teacher may write an individual education plan (IEP) or group education plan, with targets
- Children and parents are made aware of their targets and given support to understand how to meet them. This may include extra support within the class, by resource, or through interventions outside the classroom. A 'child-version' of the IEP will be shared with the child if appropriate (See Appendix 1)
- The child's progress is monitored and parents kept informed of this

IEPs are reviewed at least termly by the class teacher, Inclusion HLTA and Head of Teaching and Learning, with parental and child involvement if possible. Through the reviews a decision is made whether the child has made sufficient progress to be removed from the SEN register, or to remain at School Action or to move onto School Action Plus.

If adequate progress has not been made, further strategies or interventions will be put in place, or after discussions with parents, referrals made to outside agencies.



## **SCHOOL ACTION PLUS/EARLY YEARS ACTION PLUS**

In consultation between relevant staff, the school may decide that a child needs a greater level of support. At School Action Plus specialists from outside the school are involved.

- A referral to outside agencies for additional support, strategies or advice will be made. This may include a range of services such as: Educational Psychologists (EPs), speech therapists, behavioural or learning support services, Communication and Interaction specialists Occupational Therapist, Hearing Impaired Service, Social Services and Health Services, the Pre-5 Advisory Team.
- The outside agencies gather more information to assess the child and suggest targets and/or objectives to enable the class teacher to write an IEP.
- Any strategies and advice put into practice will need sufficient time and sustained implementation to determine their impact
- The IEP will be reviewed at least termly. The child may revert back to School Action, or continue at this stage with further, appropriate targets being set.

If a child is not making adequate progress despite all the above, and the child's needs require resources that the Academy is not able to currently provide, the SENCo/Headteacher/ or parents may request a statutory assessment.

### **STATEMENT**

If the child's needs are such that they cannot be effectively addressed at School Action or School Action Plus, this may result in a request to the Local Authority for full Statutory Assessment.

The Inclusion Manager and Inclusion HLTA consults all relevant staff and agencies involved in order to request a full Statutory Assessment.

All previous information about the child will be sent to the Local Authority who will request additional information and views of parents and other agencies to determine whether or not to issue a Statement of Special Educational Needs.

If a statement is issued and it is determined that the child will receive additional provision the Inclusion Manager and class teacher will determine the most appropriate programme of support and ensure reviews and annual reviews are arranged when necessary.

### **INDIVIDUAL EDUCATION PLANS (IEPs)**

Strategies to be employed to enable the child to progress will be recorded within an Individual Education Plan (IEP) or Individual Behaviour Plan (IBP). (See Appendix 2 and 3)

The IEP/IBP will include information about:

- The short term targets for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- The outcome of the action taken

The IEP will be written and reviewed in consultation with the child and parents will be informed. It will incorporate any advice and strategies from outside agencies involved.

The IEP should record that which is additional to or different from the differentiated curriculum plan, which is in place as part of the provision for all children.



## **ADMISSIONS ARRANGEMENTS**

Children with SEN who do not have a statement do not have any different admission arrangements from other children. The school makes every effort to meet the individual needs of a child with SEN. This includes ensuring that any information relating to the child's SEN is requested on admission. Where children are admitted to school with a statement, the school will discuss with parents and any agencies involved, as to how best to meet the child's needs prior to admission and to ensure that appropriate support is in place as necessary.

Secondary transfer of a child with a statement will be assisted by the class teacher and Inclusion HLTA who will liaise with all transfer of information/documentation and coordination of transition meetings and visits.

## **RESPONSIBILITIES**

### **Class Teachers**

- Identification of children's needs and SEN and the development of provision
- Maintenance of up to date Inclusion Files and records
- Implementation and review of IEPs at least termly
- Informing others of concerns and progress and seeking and acting on appropriate advice
- Direct management of class based SEN support staff in implementing appropriate support

### **Inclusion Manager (SENCo)**

Responsible for co-ordinating the provision of education for pupils with Special Educational Needs. This may include delegation of specific responsibilities for administration or for teaching and learning strategies at certain levels of differentiation and support.

- Taking shared responsibility, with the **Inclusion HLTA and Head of Teaching and Learning** for the day to day implementation of the school's inclusion policy
- Overseeing all records for pupils with SEN
- Monitoring class Inclusion Files and providing feedback/support for staff
- Overseeing and coordinating provision for pupils with SEN eg Timetabling extra support or allocating resources
- Advising and supporting staff on strategies for meeting children's SEN
- Supporting staff with writing and reviewing IEPs and IBPs
- Line management of SEN support staff
- Identifying training needs and provision for teaching and support staff
- Liaising with parents of pupils with SEN
- Liaising with outside agencies eg LA support, educational psychology services, health and voluntary bodies

## **INCLUSION FILES**

Class teachers are responsible for keeping their SEN files up to date with copies of IEPs, reviews, relevant assessment information and records of strategies implemented and their outcomes. Copies of any relevant documentation from outside agencies may also be included as appropriate. Full copies of documentation relating to a child's SEN, are kept confidentially and securely in the Headteacher's office.



APPENDIX 1

EXAMPLE OF CHILD VERSION IEP

(child's name) Target Chart



<p>I will put all my effort into reaching these goals.</p> <p>Signed.....</p>	<p><b><u>I'm working on these targets.</u></b></p>
<p>When I achieve I will feel:</p> <p>HAPPY</p> <p>PROUD      PLEASED</p> <p>DELIGHTED    THRILLED    GREAT</p> 	<p><i>target</i></p> <p><i>Date worked on</i></p>
<p><b>I CAN DO IT!</b></p>	<p><i>target</i></p> <p><i>Date worked on</i></p>
	<p><i>Who will help me to do well?</i></p>



EXAMPLE OF CHILD VERSION IBP

# Child's name Target Chart



<p>I will put all my effort into reaching these goals.</p> <p>Signed.....</p>		<b>Class</b>	<b>Play</b>	<b>Class</b>	<b>Lunch</b>	<b>Class</b>	<b>Play</b>	<b>Class</b>	<b>Days total</b>
<p><b>When I achieve I will feel:</b>  <b>HAPPY</b>  <b>PROUD    PLEASED</b>  <b>DELIGHTED    THRILLED    GREAT</b>  <b>I CAN DO IT!</b></p>	<b>M</b>								
	<b>T</b>								
	<b>W</b>								
	<b>Th</b>								
 <p><b>I'm trying hard to have safe playtimes</b></p>	<b>F</b>								



## APPENDIX 2

# SCHOOL INDIVIDUAL EDUCATION PLAN

Pupil's Name \_\_\_\_\_ Year Group  IEP Number

School Action  School Action Plus  Statemented  Date plan started

Key for Target Outcomes:		0= Not Achieved	1= Needs Consolidation	2 = Achieved
Short Term Targets	Success / Criteria			
Teaching Strategies				Outcome
Short Term Targets	Success / Criteria			
Teaching Strategies				Outcome
Short Term Targets	Success / Criteria			
Teaching Strategies				Outcome
Additional or different resources beyond the differentiated curriculum (support, grouping etc)				
Parental contribution:-				
Pupil's view:-				
Person co-ordinated IEP:-		Review date		



### APPENDIX 3

# SCHOOL INDIVIDUAL EDUCATION PLAN REVIEW

**Pupil's Name:** \_\_\_\_\_ **Year Group** \_\_\_\_\_ **Review date.** \_\_\_\_\_

**Review of :** School Action  School Action Plus  **Statemented**

Who attended?

Progress against targets

Key discussion points

Views of the family

Pupil's views

Main outcomes of the review

New IEP

IEP no longer needed

Key areas to be targeted/provision to be made

Future planning at: School Action

School Action Plus

External agencies to be contacted

Request for statutory assessment to be made

Date of next review