



The  
Boleyn  
Trust



**Cleves**  
PRIMARY SCHOOL

# Inclusion Policy

Policy Creation and Review	
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## Cleves Inclusion Policy

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## Cleves Inclusion Policy

### **Introduction:**

This document is seen as a working and developing policy liable to change in the light of evaluation of practice, and is reviewed annually.

Cleves Primary School aims to include fully all children whatever their race, gender, class, learning need or ability into every aspect of school life and the curriculum. Thus the aims, objectives and implementation of the inclusion policy relate closely to whole school policy aims, objectives and implementation.

Cleves Primary School has a resource provision of 23 places for young people with high level support needs. In the present Autumn Term 2015 we have 16 pupils in the resource provision and 12 pupils with High Needs Funding.

Cleves School was built to be accessible for wheelchair users with specialised toilet and hygiene facilities for children and adults. As well as varied teaching spaces the site incorporates large and small play spaces, access to the local park, a sensory studio, ball pool, soft play space and relaxation room.

### **We aim to:**

- Ensure full access to a broad relevant curriculum.
- Ensure that all teachers are teachers of all pupils (SEN, EAL, G&T)
- Ensure that pupils views and preferences are used to inform us.
- Ensure that we share information regularly with parents and value their role in the child's continued progress.
- Ensure all children with specific needs ie G&T, Underachieving, Emotional, EMA, SEN are tracked, targeted and supported appropriately.

As an inclusion team we feel it is important to be up to date with current practice and advice. In order to do this we refer to current legal frameworks and guidelines generated by the DfES.



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### **Implementation:**

The Governing body and Head teacher are responsible for the determination of school policy and management in all aspects of the school's work including special educational needs.

The Deputy Head/Inclusion has the overview of all children with identified needs and has responsibility for the day to day operation of the Inclusion policy.

There are 3 Phases in the school and each Phase has a Curriculum Support Teacher, who oversees additional learning provision in that particular wing. The Curriculum Support Teacher works in co-operation with the Class teachers. They offer support and advice to teachers, parents and children, and liaise with outside agencies to develop a holistic approach to children's additional needs.

Each teacher, nursery nurse and teaching assistant is responsible in their differing roles to ensure that children's individual needs are met.

### **Organisation:**

#### **Admissions**

All parents/carers are asked to complete a detailed admission form. This form, along with supplementary information, including if appropriate the child's statement of special educational needs or EHC plan, is made available to relevant staff.

All parents/carers are encouraged to visit the school prior to admission and take an active part in developing a transition plan for the child's move into Cleves. Our Teachers make home visits to talk with parents/carers about their child's educational, social and cultural needs.



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### **Transition:**

The transition of children between Phases and to Secondary provision is planned to enable all children to have opportunities to prepare for change and new challenges. Issues of individual support and curriculum continuity for children with special educational needs are discussed with all relevant staff.

Parents/carers are key to this transition and we support parents to visit and develop close links with the Secondary school prior to transfer.

Preparation for transfer to secondary school begins with an annual review in Year 5. At this review, borough procedures are described to parents/carers and they are encouraged and supported to visit different institutions in order to make an informed decision.

The Deputy Head/Inclusion and Curriculum Support Teacher in Phase 2 liaise closely with Secondary Schools Senco's to set up and implement transition programmes for groups or individuals to enable a smooth transition.

### **Pupil Participation**

We aim to include all children in making decisions and exercising choices about their education. We encourage all children with special educational needs to share their views about what the sort of help they would like in school.

All children are supported in decision-making this could include:

- Setting of learning targets.
- Contributing to their IEP's and being fully involved in the review.
- Discussions about choice of schools.
- Contributing to informal and formal assessments of their needs.
- Contributing to the annual review.
- Involved in the planning for and delivery of transition programmes.

The New Code of Practice 2014 outlines how children and young people should be included in assessments and decision making.

- Provide clear accurate information about the child's special educational needs and the purpose of any assessment, individual education plan or any intervention.



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- Help the pupil to understand the agreed outcomes of any intervention and how they can be a partner in working towards the goals. Pupils who play an active part in assessment and in developing and monitoring agreed targets will also have greater self esteem and feel confident that they are making progress.
- Explain clearly what additional support or assessment arrangements are being made and how the pupil can contribute to them.
- Consult pupils who need individual support (whether through equipment or additional adult support) to ensure that such support is provided in a timely and sensitive way and enables them to fully participate in learning.
- Recognise the potential stress of assessment and review arrangements and do their best to ensure that the pupil understands the role and contribution of any other professionals from the educational psychology service, child health or social services, who may be involved.
- Draw upon the experience of any local pupil support or advocacy services for children which might offer additional advice and assistance.
- Ensure that the pupil has access to a designated member of staff with whom they can discuss any difficulties or concerns. It is important that they can feel confident to share any anxieties at an early stage.
- Be aware that many pupils may already be in contact with other professionals in child health, mental health, social services or other agencies.

### **Partnership with parents/carers:**

In addition to parental/carer involvement at the different stages of assessment which has already been described, Termly open days and evenings are held when parents/carers are invited to discuss their child's achievements and their progress. Open evenings may also be used to review IEPs or set new targets. Parents/carers are welcome to make appointments at any time to meet staff.

In accordance with the Code of Practice parents/carers are asked to make a



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written contribution to the review and take an active part in deciding the following year's targets for the child. IEPs are discussed with parents/carers.

Where day to day contact is not possible with parents/carers regular contact is maintained through home school diaries and telephone calls when appropriate.

Positive attitudes to parent, user-friendly information and procedures and awareness of support needs are important. There should be no presumption about what parents can or cannot do to support their children's learning. Stereotypic views of parents are unhelpful and should be challenged. All staff should bear in mind the pressures a parent may be under because of the child's needs.

To make communications effective professionals should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the children's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parent themselves may have, such as a disability, or communication and linguistic barriers.
- Recognise the need for flexibility in the timing and structure of meetings.

### **Curriculum**

Arrangements for providing access to a broad and balanced curriculum and to ensure that all children are fully included in the life of the school:

All members of staff have responsibility to enable all children to have access to a broad and balanced curriculum including National Curriculum.



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School policies are written, implemented and monitored to ensure the access and achievement of all pupils.

Core and foundation subjects are differentiated to ensure that they are relevant, meaningful, motivating, and challenging to all pupils.

All staff have undertaken training with particular regard to the inclusion of children with special needs.

We have looked carefully at the format of the sessions and how children can be included and the role of the support staff in enabling this to happen.

We have looked at how smaller groups in whole class sessions can be more effective for some children for some activities.

Careful planning between teachers and support staff is essential to ensure that individual needs are met.

Information Technology is used to enable some children to access particular parts of the curriculum e.g. using a Word Processor for writing as well as general use for a range of programmes.

The children's IEPs are planned and written with both the child's individual needs in mind and the level at which they are functioning on the National Curriculum.

There is a clear focus on progression and ensuring that we track progress carefully, so that IEPs are effective and relevant.

### 2. The staffing of the school is enhanced by:

- Providing a curriculum support teacher in each Phase to ensure that children with Resource places and High Needs Funding have individual programmes and full access to the National Curriculum.
- Providing an Inclusion Manager or Teacher across the school to ensure that children with special needs at SEN Support have additional support through the delegated funding.



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- Providing additional teacher, nursery nurse and teaching assistant when required to meet the needs of individual or groups of children
- Investing in staff development in educating children with special educational needs.

3. The IEP's contain short-term targets from the children's statement, advice from the support agencies, and are drawn up from yearly targets.

To support IEP's and to ensure progression in all areas for individual children there are individual profiles, which outline individual needs in:

- Physical management,
- Eating and drinking programmes,
- Toileting programme,
- Behaviour management,
- Medical issues and guidelines,
- Independence skills.

The IEPs and individual profiles are shared with the Curriculum Support teams on a regular basis through meetings.

In addition to IEPs children may also be supported through a range of intervention programmes, such as Newham Wave 3 or Lifeboat Schemes. These are targeted interventions for children and will be carried out by Inclusion Managers or Teaching Assistants with relevant training.

The IEPs and individual profiles are drawn up by the Curriculum Support Teachers and Class Teachers.

IEPs are monitored by the Deputy Head/Inclusion or Inclusion Managers each half term. In July the evaluation of the IEP targets must suggest the first target for the next term.



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### **Links with External Agencies**

It is our policy to work co-operatively with all other agencies involved with children and to provide a base for other professionals where appropriate.

Links with external agencies are established and co-ordinated through the Deputy Head/Inclusion and Curriculum Support Teachers. They are the initial point of contact and will establish working procedures and guidelines. They are an integral part of the child's support and will be supported to work in an inclusive setting by all the staff.

Within each Phase they will liaise with the Curriculum Support Teacher and/or teacher and work in co-operation with them.

Staff will aim to incorporate any professional advice into the child's IEP.

All services working within the school should aim to provide an integrated, high quality, holistic support that is focused on the needs of the child. Services should adopt a flexible child centred approach so that changing needs can be met. These should reflect a real partnership with young people and their parents.

Many children will already be involved with services prior to admission to school and this will continue throughout their school life.

#### **Education:**

Liaison is maintained with teachers from the Complex Needs and Dyslexia Service, Language, Communication and Interaction Service, Behaviour Support Service and the Sensory Team of specialists for children with visual and hearing impairment.

Our buy in Educational Psychologist works across the school offering support to children, parents and staff to identify individual needs and how we can all work together to ensure children make progress in their learning.

A weekly support group is held in the school for families of children with special educational needs run by Ruby Azam, a parent of a former pupil.



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The Parent/Carer and Toddler group is fully inclusive and offers play opportunities for all children in the local community.

### **Health:**

Regular medicals, hearing tests and dental inspections are held in the school. The school Doctor and school nurse regularly visit the school and provide INSET and advice for staff and parents.

We have close links with the Children's Community Nursing Service and the specialist Diana Team of Nurses to support children with high level medical needs and/or feeding needs.

Our buy-in Speech and Language therapist works across the school to assess, write programmes and work with children who have been identified as needing this support. The Speech and Language therapist works throughout the year to cover all wings and assess children in the school.

Children are seen and reviewed on a regular basis by the physiotherapists allocated to the school. The Occupational Therapy service work with individual children as needed.

The school has no control on the amount of therapy time available. The school can merely co-operate with the other professionals and aim to be involved fully in the assessment and implementation of programmes.

### **Social Services:**

The school aims to work co-operatively with Social Services on individual cases. Senior teachers attend case conferences and core groups. Social Workers visit to observe children at work.

We have a number of children who attend Community Links Play Schemes and after school clubs.



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### **Voluntary Groups:**

The school aims to work co-operatively with the variety of support groups that exist in Newham. This co-operation is through offering information to parents, staff and children about groups, the school as a meetings venue etc.

### **Additional information:**

#### **1. Staff Qualifications:**

The entire staff is recruited to work in an inclusive setting.

The whole staff is committed to working with a range of pupils with a range of needs.

The Curriculum Support Team have undertaken a range of training opportunities leading to Diploma qualifications including the areas of severe learning difficulties, autism, ICT and special needs and behaviour difficulties.

All Teaching Assistants have a recognised qualification, these include Specialist Teaching Assistant and City and Guilds Certificate for Learning Support.

#### **2. Staff Development:**

All training (including twilight and inset days) takes into account pupils with special educational needs.

Non teaching staff have termly opportunities to attend the training sessions available at the Tunmarsh Centre organised by the Inclusive Education that cover all aspects of inclusion and support issues. We have an extensive programme of staff training for NNEB's and TA's each Monday.

All support staff have completed training in Manual Handling and Back Care Advice and there is an ongoing programme for all staff to participate in this training.

These sessions have included topics such as Autism, Literacy difficulties,



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Signalong, Speech and Language Therapy, Intensive Interaction etc.

The content of these courses is decided through staff audit and the needs of new children who enter the school.

### **Complaints Procedure:**

If a parent or other professional is concerned about how a child's special educational needs are being met they are asked initially to discuss their concerns with the Phase team, particularly the curriculum support teacher.

If the matter is not resolved the complainant should approach the Deputy Head/Inclusion who will: -

- Investigate the concern
- Consult and decide on future action
- Feedback to the complainant
- Record discussions and action within an agreed timescale

If the matter is not resolved the complainant should approach the Head teacher who will: -

- Examine previous documentation
- Investigate the concern
- Consult and decide on future action
- Feedback to the complainant
- Record discussions and action within an agreed timescale

If the matter is not resolved the complainant should approach the governing body, either through the Chair, the special needs governor or another representative. The governors will then investigate the complaint.

If the matter remains unresolved the complainant is advised to contact the Monitoring Officer of the LEA.



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### **Evaluation of the policy:**

Consideration will be given to

- The progress of all children (taking into account national, borough, and individual expectations)
  - The progress of children in meeting their targets set in IEPs
  - Accurate assessment of a child's special educational needs
  - The implementation of the graduated response to assessment and intervention
  - The implementation of statements of special educational needs and /or EHC plans
  - Parental satisfaction regarding the Profiles and IEPs of their children
  - Increased professional skills and confidence of all staff
  - Effective communication between staff, other agencies and parents.
  - To have an up to date SEN register.
  - To ensure all staff and curriculum support staff in particular, receive appropriate training.
- 
- Evaluation of the School's Equality Scheme and feedback on the Every Child Matters Agenda.

### **Policy Development**

This policy was agreed by Governors in June 1995 and has been subsequently reviewed in November 1996 and updated in January 1997, September 1998 and May 2000 and January 2001. This was done by working parties of staff from across the school led by the Deputy Head/Senco. This policy has been reviewed in 2002 in response to the SEN Disability Act (SENDA) and in 2003 with reference to the school's Race Equality Policy.

The policy was updated in October 2004 by the Deputy Head/Senco. The policy was updated in Autumn 2008 when the Equality Schemes were developed.

The current policy was updated by the Deputy Head / Senco following her return from long term sickness in July 2009 and it was shared in the Autumn Term 2009.



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In July 2010 it was reviewed by Senco responsible for Key Stage 2 as part of her Senco Accreditation Course. In July 2011 it was reviewed with Curriculum Support Teachers and Link Governor, Kim Silver. In July 2012 it was updated by Debbie Lakey, Deputy Head/Inclusion.

During the Spring and Summer Term 2014 it is our intention to update our policy as an Inclusion Policy that covers all aspects of SEN and EAL provision. This will also support preparation for new legislation around SEN Provision and changes to the Code of Practice. Initially this will be done by Curriculum Support and Inclusion Teams, followed by a consultation with stakeholders.

This policy update was completed in January 2015 after consultation with staff and SLT.

Policy updated by Deputy Head/Inclusion during October 2016 following staff consultation.