



**EVERY CHILD MATTERS ACADEMY TRUST  
WELLGATE PRIMARY SCHOOL  
INCLUSION POLICY**

*The terms Trust and School (and levels within e.g. governors and trustees) are interchangeable and apply to all schools within the Trust*

### **INCLUSION STATEMENT**

Wellgate Primary School endeavours to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy recognises the entitlement of all pupils to a balanced, broadly based curriculum and reinforces the need for quality first teaching that is fully inclusive.

The Governing Body will ensure that appropriate provision will be made for all pupils with Special Educational Needs and Disabilities (SEND).

### **AIMS AND OBJECTIVES OF THIS POLICY**

- ✓ To reach high levels of achievement for all
- ✓ To be an inclusive school
- ✓ To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- ✓ To meet individual needs through a wide range of provision
- ✓ To attain high levels of satisfaction and participation from pupils, parent and carers
- ✓ To share a common vision and understanding with all stakeholders
- ✓ To give transparent resourcing to SEND
- ✓ To provide curriculum access for all
- ✓ To work towards inclusion in partnership with other agencies and schools
- ✓ To achieve a level of staff expertise to meet pupils needs

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

### **ADMISSION ARRANGEMENTS**

No pupil will be refused admission to school on the basis of his or her Special Educational Need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

Prior to starting school, Parents/Carer's of children with an Education Health Care Plan (EHCP) will be invited to discuss the provision that can be made to meet the child's identified needs.



## MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the day to day implementation of the policy to the Senco who has Qualified Teacher Status. The management of SEND is supported by the administration staff.

All school staff have a responsibility for pupils with SEND in their class to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP) or at SEN Support.

A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

### **The Senco is responsible for:**

- ✓ Overseeing the day-day operation of this policy
- ✓ Co-ordinating provision for children with SEND
- ✓ Liaising with and advising teachers and support staff
- ✓ Overseeing the records on all children with SEND
- ✓ Liaising with parents of children with SEND (in conjunction with class teachers)
- ✓ Contributing to the in-service training of staff
- ✓ Liaising with external agencies eg Educational Psychology Service, Health and Social Services and voluntary bodies
- ✓ The SENCO is responsible for reporting to the governor with responsibility for SEND on the day-day management of SEN policy. Termly meetings will take place.

## IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014.

- ✓ Communication and Interaction (C&I)
- ✓ Learning and Cognition (Cog)
- ✓ Social Emotional and Mental Health difficulties (SEMH)
- ✓ Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress.

- ✓ Disability
- ✓ Attendance and punctuality



- ✓ Health and welfare
- ✓ English as an additional language (EAL)
- ✓ Being in receipt of the Pupil Premium. (PP)
- ✓ Being a Looked After Child (LAC)
- ✓ Being a child of a service woman/man.

The SENCO works closely within the Senior Leadership Team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of Special Educational Needs:

- ✓ The analysis of data, including entry profiles at FS1 and FS2 baseline and end of FS
- ✓ Data, SATs, reading ages, annual and termly pupil assessments
- ✓ The use of our local authority SEN criteria
- ✓ The following up of teacher concerns
- ✓ Following up parental concerns
- ✓ Tracking individual pupil progress over time
- ✓ Information from previous schools on transfer
- ✓ Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This list is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals.

## **CURRICULUM ACCESS AND PROVISION**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively.

Where pupils are identified as having SEND, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A provision map records a graduated response to individuals.

### **Access to the Environment (also see School Accessibility Plan)**

- ✓ Wellgate Primary School is a single site school, with Key Stage 1 and Key Stage 2 departments joined by a link corridor. Our F1 department is located in a separate building. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Our front entrance doors have electric openers that can be remotely operated for wheelchair users. Classrooms are accessed by corridors from which there is also wheelchair access. Doors in the corridors have stoppers on which enable them to stay open at all times but close automatically when the fire alarm sounds.
- ✓ There is a disabled toilet on the main corridor, and there are disabled parking spaces in the car park. Access ramps to the nursery, upper playground, wild wood and field ensure wheelchair access to the whole school is ensured.



- ✓ We have made sure that there are good lighting and safety arrangements for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, blinds).
- ✓ Children requiring equipment due to impairment will be assessed in order to gain the support and equipment that they require.
- ✓ Personal Evacuation Plans (PEEPs) are completed alongside parents to ensure children who require extra assistance can be evacuated from the building safely.
- ✓ Details of our plans and targets on improving environmental access are contained in the Accessibility Plan.

### **Arrangements for providing access to learning and the curriculum (also see School Accessibility Plan)**

- ✓ The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. Wellgate Primary school will use its best endeavors to ensure no child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.
- ✓ Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- ✓ Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- ✓ Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Each policy has an Inclusion Statement detailing access to that curriculum area for pupils identified with additional needs.
- ✓ Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate and reasonable adjustments are made.
- ✓ Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.



- ✓ The school will ensure that the “hidden curriculum” and extra-curricular activities are barrier free and do not exclude any pupils and where necessary reasonable adjustments are made. Wellgate Primary School tries to make all trips inclusive by planning in advance and using accessible places.

We aim to take all year five and six children on a three day residential, and provide additional adult support for individual children as required.

- ✓ Details of our plans for increasing access to the curriculum with targets are contained in our Accessibility Plan.

### **Access to Information (also see School Accessibility Plan)**

- ✓ All children requiring information in formats other than print have this provided (e.g. if we had a child who uses Braille).
- ✓ We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support. This is done in accordance with specialist advice.
- ✓ We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- ✓ We use a range of assessment procedures within lessons (such as taping, role-play and drama, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.
- ✓ Details of our plan to improve access to information, with targets, are contained in the school's Accessibility Plan.

## **MONITORING PUPIL PROGRESS**

Progress is the crucial factor in determining the need for additional support.

Adequate progress is that which:

- ✓ Narrows the attainment gap between pupil and peers
- ✓ Prevents the attainment gap widening
- ✓ Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- ✓ Equals or improves upon the pupil's previous rate of progress
- ✓ Ensures full curricular access
- ✓ Shows an improvement in self-help and social or personal skills
- ✓ Shows improvements in the pupil's behaviour



## RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- ✓ Information from parents
- ✓ Information on progress and behaviour
- ✓ Pupil's own perceptions of difficulties
- ✓ Information from health/social services
- ✓ Information from other agencies

## TARGETS and ACTION PLANS

All pupils on our SEND Register will have Personal Provision Map setting out targets and any provision made that is additional to and different from usual classroom provision. For pupils with an EHCP, provision will meet the recommendations on the plan. In subjects where all children have curriculum targets these are used to inform the Action Plan. Curriculum targets are recorded in exercise books, target cards etc.

The Provision Map will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The Provision Map will be created through discussion with both the pupil and the parent or carer.

The Provision Map will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views

## CODE OF PRACTICE GRADUATED RESPONSE

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Register. The class teacher will remain responsible for planning and delivering individualised programmes and will work closely with Parents.

Placement of a pupil on the SEND Register will be made by the SENCO after full consultation with parent. External support services may advise on targets for a Personal Provision Map and provide specialist inputs to the support process.



## REQUEST FOR STATUTORY ASSESSMENT

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- ✓ Records from past interventions
- ✓ Current and past Individual Support Plans and Provision Maps
- ✓ Records and outcomes of regular reviews undertaken
- ✓ Information on the pupil's health and relevant medical history
- ✓ National Curriculum levels
- ✓ Other relevant assessments from specialists such as support teachers and educational psychologists
- ✓ The views of parents
- ✓ Where possible, the views of the pupil
- ✓ Social Care/Educational Welfare Service reports
- ✓ Any other involvement by professionals

### Education, Health and Care Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP. An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- ✓ Matched to the longer-term objectives set in the EHCP
- ✓ Of shorter term
- ✓ Established through parental/pupil consultation
- ✓ Set out in a Support Plan
- ✓ Implemented in the classroom
- ✓ Delivered by the class teacher with appropriate additional support where specified

### Reviews of an EHCP

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- ✓ The pupil's parent
- ✓ The pupil if appropriate
- ✓ The relevant teacher
- ✓ A representative of the SEN Inclusion and Assessment Team



- ✓ The Educational Psychologist
- ✓ Any other person the SENCO or parent/carer considers appropriate

#### **The aim of the review will be to:**

- ✓ Assess the pupil's progress in relation to the objectives on the EHCP
- ✓ Review the provision made to meet the pupil's need as identified in the EHCP
- ✓ Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- ✓ If appropriate to set new objectives for the coming year

At Key Stage Phase Transition Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school. Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

### **PARTNERSHIP WITH PARENTS/CARERS**

The school aims to work in partnership with parents and carers.

We do so by:

- ✓ Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- ✓ Working effectively with all other agencies supporting children and their parents
- ✓ Giving parents and carers opportunities to play an active and valued role in their child's education
- ✓ Making parents and carers feel welcome
- ✓ Ensuring all parents and carers have appropriate communication aids and access arrangements
- ✓ Providing all information in an accessible way
- ✓ Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- ✓ Instilling confidence that the school will listen and act appropriately
- ✓ Focusing on the child's strengths as well as areas of additional need
- ✓ Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- ✓ Agreeing targets for the child
- ✓ Making parents and carers aware of SENDIAS.

Wellgate Primary School recognises that there will be a number of disabled Parents/Carers of children within the school, and we work to try to ensure they are fully included in Parent/Carer activities.



When a child starts at the school we ask the Parents/Carers about their access needs and then send notes/newsletters home in the required format e.g. audiotape, large print etc.

## INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- ✓ State their views about their education and learning
- ✓ Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- ✓ Share in individual target setting across the curriculum
- ✓ Self-review their progress and set new targets

In addition, pupils who are identified as having SEND are invited to participate in:

- ✓ Individual Support Plan reviews and setting of individual targets
- ✓ Regular meetings with named adults
- ✓ Where appropriate, working with learning mentors
- ✓ Annual reviews

## LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services. For pupils on our SEND Register any one or more of the following agencies may be involved: Educational Psychologist, BESST Services, School Nurse, Speech and Language Therapy (SALT), Health professionals etc.

## STAFF TRAINING

In order to maintain and develop the quality of our provision, staff undertake appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to Governors each term.

## RESOURCES

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

## INCORPORATING DISABILITY INTO THE CURRICULUM

- ✓ The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from outside agencies on appropriate resources.



- ✓ The school has disabled employees and disabled adults are invited to work with the children, as we believe it is important to have role models, and we encourage Disabled People to join our governing body.
- ✓ The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of Disabled People as they become available.
- ✓ We also recognise the importance of increasing awareness of British Sign Language (BSL) as a language and has included BSL as part of songs in the choir, and for simple communications with children who have speech delay.

There are several members of staff who have BSL training.

- ✓ Opportunities to teach the children Makaton signs e.g. for signed singing, and using symbols on displays and around the class are optimised. There are several members of staff who have Makaton training.
- ✓ Several of our teaching assistants have been trained in ELKLAN and use this within lessons

## COMPLAINTS

If there are any complaints relating to the policy or provision for pupils with SEND these will be dealt with in the first instance by the Head Teacher/Senco. The Chair of Governors may become involved if necessary. Any issues that remain unresolved at this stage will be managed according to the School's Complaints Policy. This is available, on request, from the school office.

## REVIEW OF THE INCLUSION POLICY

### Evaluating the success of the School's Inclusion Policy

- ✓ In line with the assessment calendar, the Senco analyses the data collected for children who are currently on the SEND register. Teachers are expected to report to the senco pupil progress and interventions being used for the children on the SEN register each term.
- ✓ Data on behavior is also analysed: major behaviour incidents and exclusions (including lunchtime exclusions). We use this analysis to help us plan our provision map. At the same time, we set new targets for the year ahead, aiming for:
  - A reduction in the percentage of children with very low attainment,
  - An increase in the percentage of children recorded as having special



educational needs attaining at least the expected level,

- A reduction in behavior incidents and exclusions.
- ✓ Progress is reported against these targets to the governing body, which in turn report to Parents/Carers through the Governors' Annual Report. This Annual Report also includes the details of SEND provision and of the Accessibility Plan.
- ✓ SEND and Inclusion is a standing agenda item at all Curriculum Sub-Committee meetings and will be reported at the full governing body meetings through sub-committee reports, which are then discussed as necessary.
- ✓ The SENCO will meet with the SEND governor to discuss Inclusion and current SEND concerns.
- ✓ The policy itself will be reviewed annually by the school's SENCO through consultation with staff, parents, carers and pupils.

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.