



**Respect Responsibility Relationships**

# **Hollydale School Inclusion Policy**

**Updated: October 2017**

**Review Date: October 2018**

# Hollydale Primary School Inclusion Policy

## School Aims and Implementation

Hollydale Primary School aims to enable all children the opportunity to achieve their best academically, emotionally and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future;
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated;
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and exceptional attainment;
- Providing high quality curriculum entitlement and a high quality learning environment;
- Promoting Hollydale's Core Values to enable the children to value themselves and each other; the Core Values are:
  - We take **responsibility** for our actions and always make sure we do the right thing.
  - We show **respect** and always have regard for ourselves and other people's feelings, wishes and rights.
  - We develop positive **relationships** with others.
- Promoting an effective partnership with parents/carers and the wider community.

## A. Inclusion Policy Introduction

*'Inclusion is seen to involve the identification and minimising of barriers to learning and participation, and the maximising of resources to support learning participation'*

Index for Inclusion – Booth and Ainscow 2000

- Successful inclusion should result in every pupil feeling safe, confident and happy at school. Successful inclusion should see every pupil making the best progress of which they are able and enjoying their time at school - be that in lessons, during their play or lunchtimes or when involved in any of our Extended School activities. Successful inclusion should promote every pupil's belief in themselves as a learner and valued member of our school community.
- Successful inclusive provision at Hollydale is seen as the responsibility of the whole school community, permeating all aspects of school life and applicable to all our pupils.

## B. Meeting Diverse Needs

At Hollydale we recognise that in order to achieve the School Aims we must actively seek to recognise and meet the very diverse needs of our pupils by:

- Monitoring the achievement and well-being of all our pupils and the quality/nature of the learning opportunities they are offered.
- Tracking each pupil's academic, social and emotional progress and using the resulting knowledge to plan provision for the individual or groups of pupils.
- Correctly identifying and then seeking to overcome potential barriers to pupils' learning or their full participation in school life.
- Developing and deploying our resources to best reflect the various levels of need experienced by pupils.
- Taking care to ensure that vulnerable pupils, including those with additional or Special Educational Need or Disabilities are appropriately supported.
- Sharing any concerns we may have regarding a pupil with their parents or carers and then seeking to work together with them, for the good of the pupil.
- Liaising closely with professionals from other Children's Services or Health agencies involved in the care and support of pupils.
- Providing teaching and non-teaching staff with the support and training they need in order that their work promotes the best outcomes for each pupil.

## C. Potentially vulnerable groups

There are a number of identified groups of pupils and families for whom this policy is particularly pertinent:

- Pupils with Special Educational Needs or Disabilities (SEND)
- Pupils whose home language is not English (EAL)
- Pupils who are Gifted, Able and/or talented (GAT)
- Pupils with physical or sensory impairments
- Pupils whose families may be Asylum Seekers or Refugees
- Pupils from Traveller families
- Pupils who might be subject to abuse or harassment, for whatever reason
- Pupils under the care of Social Services or pupils who may be in public care, or living with foster families
- Pupils who are young carers

- Pupils whose family are in crisis or under great stress
- Pupils at risk of significant harm
- Pupils with poor attendance
- Pupils who are at risk of disaffection and exclusion from school.

#### **D. Promoting and Supporting Inclusion**

##### **1. Head Teacher, Senior Leaders and our Governing body:**

- a) Responsibility for making Hollydale a truly inclusive school lies with the Head Teacher, Senior Leaders and the Governing Body of the School.
- b) We aim to promote Inclusion at Hollydale through all of our policies, systems and practices.

##### **2. Personalising the Curriculum**

- a) School Leaders at all levels; including Governors, Head Teacher and Deputy, and Subject/Aspect Leaders, are responsible for ensuring that the curriculum; in its narrow and broadest senses, is personalised to match the needs of the pupils who attend the School.
- b) The School currently uses the National Curriculum (2014), Foundation Stage Profile, Local Authority Religious Education Scheme of Work, and International Primary Curriculum to support the staff, at all levels, in planning the formal curriculum.
- c) The School has a long term Curriculum Map which is used by year teams and individual class teachers to plan appropriate, differentiated activities for all pupils. This would include staff ensuring appropriate cross-curricular links are made and developing learning to match individual rather than age expected needs.
- d) School Leaders also ensure that the principles of Inclusion are applied to all activities which pupils engage in at School or on Educational Visits; this includes the variety of Extended Schools activities that are offered and break and lunchtime activities.
- e) All members of the School Community are expected and encouraged to adopt behaviours which support the School's Inclusive ethos within both the explicit and hidden curriculum.

##### **3. Inclusion Co-ordinator:**

- a) The school has an Inclusion Coordinator. The Inclusion Coordinator takes the leading role in co-ordinating support and provision, particularly regarding pupils and families in the aforementioned groups.
- b) In partnership with other senior leaders and the Head Teacher, the Inclusion co-ordinator monitors, advises, evaluates and plans for the development of inclusive practice and provision across the school.

##### **4. Class Teachers:**

- a) All pupils at Hollydale spend the majority of lesson times being taught alongside their class mates in their class base. Class teachers take the lead role in managing and creating the classroom environment.
- b) Teachers have overall responsibility for the planning and delivery of lessons to their class or set. Teachers seek to provide pupils with learning opportunities which will allow all the pupils to access the subject taught, encounter appropriate challenge and promote progress. This differentiation is evidenced in their lesson plans though individual pupils may have targets particular to their own specific needs in certain areas or aspects of the curriculum. Such additional or different provision and its outcomes are recorded by the teacher and parents/carers are informed by their child's teacher of any additional or different provision being made for their child.
- c) Teachers take the lead role in monitoring the attainment, learning, behaviour and well-being of pupils in their class. This information is recorded and pupils' achievement and needs are discussed and further planning undertaken by way of Progress Meetings which are led by the Head Teacher and/or Deputy Head.
- d) Class teachers have a pivotal role to play in achieving positive and supportive relationships with and between pupils. Class teachers are central to successful liaison with parents/carers and colleagues.

##### **5. Teaching Assistants:**

- a) Teaching Assistants (TAs) work with individual or groups of pupils during lesson times to support pupils' learning and promote their well-being. The work of a TA is directed by the teacher during lessons.
- b) Advice and training for specific work or duties may also come from an outside specialist, for example - a Speech and Language Therapist or they may be directed by other teaching staff within the school, for example the Inclusion Manager.
- c) To address very specific needs, pupils may be withdrawn for short periods during class times to work individually. Alternatively some work may occur alongside others within a small group, when the need is common to all.
- d) In order to best utilize their support for pupils' learning, the deployment of Teaching Assistants within the school is strategically managed by Senior Leaders in consultation with Year Group Leaders and Class Teachers.

#### **E. Special Educational Needs or Disabilities (SEND)**

##### **1. What are special educational needs (SEN)?**

- a) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- b) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
  - i. has a significantly greater difficulty in learning than the majority of others of the same age, or

- ii. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- c) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- d) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.' **(Child and Families Act 2014 s20)**

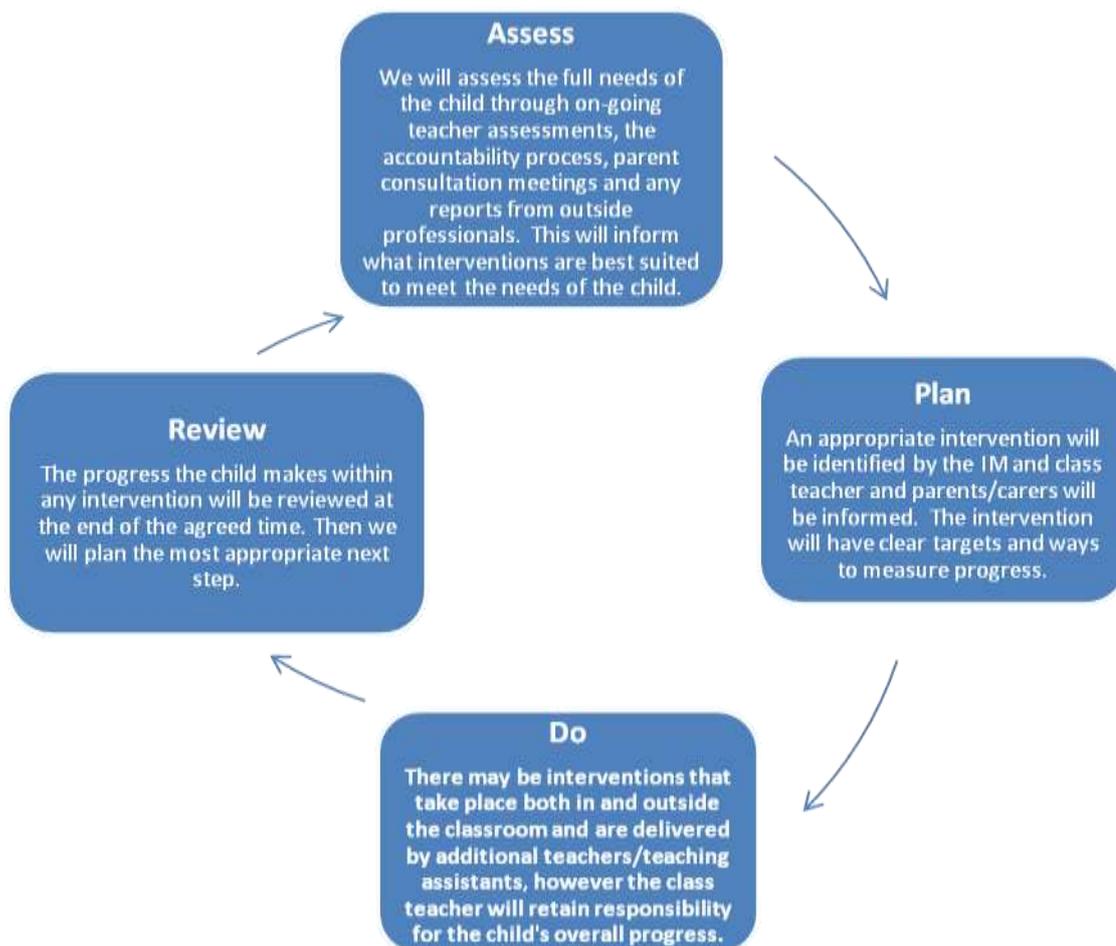
2. What is a disability? (D)

- 'A person (P) has a disability if -
  - (a) P has a physical or mental impairment, and
  - (b) the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

**(Equality Act 2010 s6)**

3. Identification of Special Educational Needs or Disabilities.

- i. Identification of SEND may have occurred prior to a pupil's enrolment at school. If this is the case then school will seek appropriate advice and support from the relevant school and external agencies. This then informs the provision that is put in place for the pupil at Hollydale.
- ii. When a concern is evident the class teacher will liaise with the Inclusion Co-ordinator and parents/carers to ensure all are aware and can plan the best ways forward together. This may involve the teacher adapting certain aspects of their classroom practice or requesting that the parent/carer seek the advice of the GP or Optician. Should standard provision not suffice to overcome the concern and a significant and/or persistent difficulty remains apparent, the pupil will be deemed as having Special Education Needs.
- iii. Upon identification of such difficulties the school will seek to put in place additional educational provision. This may be long or short-term dependent upon the nature of the special need and the progress made by the pupil.
- iv. There are four broad areas that give an overview of the difficulties a pupil may have. However it is important to note that a pupil's needs may cross one or more of the following:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs
- v. The SEN Code of Practice (2014) describes a 'graduated response' to identifying and removing barriers to learning in order to put effective special education provision in place. (see below)



4. The kinds of interventions within this 'graduated response' are as follows:

a) Universal – All pupils will benefit from:

- High quality learning through the provision of high quality teaching; both formal and informal.
- Formal learning and teaching that is differentiated to need and enables the vast majority of pupils to make good or better progress.
- On-going and timely assessments which inform any further provision needed.

b) Targeted Support – Some pupils may benefit:

- Small-group intervention for pupils who may be expected to 'catch up' with their peers as a result of the intervention.
- Interventions where progress is monitored by the HT, DHT, Inclusion Co-ordinator, Class teacher and the adult leading the intervention through the Accountability Process. If a pupil has not made the required progress then the appropriate referral will be made to outside professional support (see below).

c) Specialist Support – A few pupils may benefit:

- Specific targeted intervention for individuals. These pupils may have specific and/or exceptional needs that require the support from outside professionals. We will then incorporate appropriate advice and recommendations into any education plans for the pupil.

5. Outside Agencies who help us achieve inclusive practice and meet specific needs

In achieving provision which will meet the wide range of pupils' differing needs at Rosetta, we are supported by a number of specialised health or educational bodies.

Those agencies most commonly involved in supporting pupils are:

- The Speech and Language Therapy Service to Schools (SALTs)
- The Occupational Health Therapy Service for Pupils (OTs)
- The School Nursing Service
- The Educational Psychology Service (EPS)
- The Behaviour Support Service (BSS)
- Early help team from Southwark
- Education Welfare Officer (EWO)

## 6. Before making a referral

- i. Before making a referral to a specialised service the school consults with parents or carers. An exception to this practice occurs when the school has information which indicates that a pupil may be at risk of harm. In such circumstance we undertake our statutory duty by making a referral to the Children and Young People's Services.
- ii. The school then takes instruction from that team on how to proceed – whether to make a Child Protection referral and whether to inform parents/carers of that referral.

## 7. Exceptional Needs Funding to Support Inclusion

- i. In a minority of cases and only when a pupil presents with needs which are so 'exceptional' as to necessitate a very high level of additional support, the school will make representation to the Local Authority to secure Exceptional Needs Funding (ENF).
- ii. Subject to Annual Review, the funding is awarded to the school on behalf of the pupil to meet the costs of the necessary additional provision for the pupil. Parents/carers and the pupil (as appropriate) are invited to each Annual Review meeting to discuss their pupil's progress and the support which they receive. The Inclusion Co-ordinator and Class Teacher attend this meeting and we invite all professionals involved in supporting the pupil.
- iii. The Inclusion Co-ordinator takes the leading role in securing, reviewing and managing provision for pupils who have exceptional needs.
- iv. The majority of SEN pupils will have their needs met through mainstream provision, however
- v. Parents are entitled to ask the Local Authority to conduct an Education, Health and Care (EHC) needs assessment. If it is felt that this is necessary the LA will follow the statutory guidelines and produce a ECH Plan.

## F. **English as an Additional Language**

### 1. Definition and Rationale.

- i. The term EAL (English as an Additional Language) is used to refer to pupils whose main language at home is other than English.
- ii. EAL pupils, from complete beginners to those with considerable fluency, will have varying degrees of difficulty in accessing the full curriculum and in achieving their full potential. Research has shown that those new to English will acquire conversational fluency in two years, but will need a minimum of five years to achieve competence in academic English. Such pupils will need language support if they are to reach their full potential.
- iii. Therefore our main aim is for all EAL pupils to become confident in speaking, listening, reading and writing to enable them to access the curriculum and communicate effectively with their peers and other adults.
- iv. The provision of this support fulfils the requirements of the Race Relations Act of 1976 which seeks to promote Equality of Opportunity and to eliminate discrimination in the provision of education.

### 2. Provision for EAL pupils

- i. The Inclusion Manager meets all mid-phase admissions and will liaise with class teachers if a new pupil has English as an additional language.
- ii. If a pupil is in the early stages of the 'EAL Stages' then the pupil will be included in a specific EAL intervention support
- iii. Teachers and other adults aware of good EAL practices within a lesson and throughout school life.
- iv. EAL pupils on lower stages of English acquisition can be buddied with a more confident pupil who speaks the same language or with an English speaking pupil as appropriate.
- v. Classrooms are highly visualised environments – dual-language texts, labels and visual support within lessons.
- vi. Speaking frames used within lessons to help English acquisition.

## G. **Gifted, Able and Talented**

### 1. Definitions

#### i. **Gifted pupils**

Gifted refers to students who achieve, or have the ability to achieve, *significantly* above average in one or more of the National Curriculum subjects other than art, performing arts or physical education.

#### ii. **Able pupils**

'Able pupils' refers to students who achieve, or have the ability to achieve, above average in one or more of the National Curriculum subjects.

#### iii. **Talented pupils**

Talented refers to those students who achieve, or have the ability to achieve, *significantly* above average in art, performing arts, physical education or in areas requiring visio-spatial skills or practical abilities (these could include a range of non-traditional areas).

### 2. Identification

- i. We use a range of strategies to identify more able and very able pupils. The identification process is on-going and begins when the pupil joins our school and involves staff, pupils, parents and carers.
- ii. Data taken into account will include:

- Information from the accountability process
  - Information from parents and carers
  - Information from previous teachers or pre-school records
  - Discussions with pupils
  - Identification by staff using professional judgements, classwork and test and assessment results.
3. The School Register
- Pupils who are identified by the school as being, Gifted, Able or Talented are entered on to the school register.
  - Parents or carers will be consulted before a name is placed on the register by the class teacher either during Parent Teacher Consultations or at another appropriate point.
  - The register will be reviewed at the time of pupil target setting during which an evaluation of whether the pupil is reaching his or her full potential will be made.
4. Teaching, Learning Curriculum and Organisation
- As appropriate, teachers will provide differentiated activities and a range of support and resources for gifted and talented pupils.
- Ongoing assessment against year group objectives and National Curriculum Levels are maintained and used formatively to set new curriculum targets for individuals so that they can achieve at the highest level and always aim to make further progress. Pupils are involved in this process.
  - In addition and especially at the end of Key Stages, extension activities that are more demanding of their abilities or enrichment activities that provide new and different ways of working will be provided.
  - Opportunities for Gifted, Able and Talented pupils to work on various projects.
  - If appropriate teachers would approach local secondary schools for resources and or advice to support pupils.
5. Staff Development and Training
- The school makes use of local staff training and whenever possible staff to attend local courses and conferences.

#### **Monitoring and Review**

- The Head teacher and Inclusion Co-ordinator will monitor the effectiveness of this policy on a regular basis. The Head teacher and Inclusion Manager will report to the governing body on the effectiveness of the policy at least annually and, if necessary, makes recommendations for further improvements.