



## **Inclusion Policy**

(November 2014)

*(updated following the Children and Families Act 2014)*

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*Copies of this policy are available electronically on the Learning Platform.*

*Mr Mark Jones is the school's Inclusion Manager, a role which incorporates that of SENCO.*

*The intention of this policy is to incorporate all SEND (Special Educational Needs and Disability) practice.*

### 1(a) School Policy Statement

Pinfold Street is committed to being an inclusive school. All policies should both reflect and take account of this.

Particular attention should be paid to the individual needs of children who have learning difficulties, communication difficulties, physical impairments or social, emotional and emotional difficulties.

Consideration should also be given to a variety of learning styles and their specific needs.

All existing Pinfold Street policies should reflect this philosophy and future policies will be expected to pay due consideration to it.

### 1(b) Inclusion

An educationally inclusive school is one in which teaching and learning, achievements, attitudes and the well-being of every child matters. This does not necessarily mean treating all children the same, but it involves taking account of their varied life experiences and needs. It also includes the offering of new opportunities to children who have experienced previous difficulties. The educationally inclusive school always strives to take steps, in the classroom and beyond, to meet children's needs effectively and to promote tolerance and understanding in a diverse society. We aim to provide the appropriate support and resources to meet any child's needs.

### 1(c) Every Child Matters

Pinfold Street is committed to the principles of Every Child Matters.

We aim to give our children the support they need in order to achieve the 5 stated ECM outcomes:

Be Healthy

Stay Safe

Enjoy and Achieve

Make a Positive Contribution

Achieve Economic Well-being

The Senior Leadership Team and the Governing Body will ensure that the Annual School Development Plan will identify and prioritise how these outcomes will be achieved.

## 2(a) Pupils with Special Educational Needs and Disabilities (SEND)

**All teachers are teachers of children with SEN.**

**All SEN children should have their needs met.**

At Pinfold Street we aim to fulfil these two philosophies and to be a fully inclusive school. We aim:

- To create an ethos which actively encourages pupil participation, where children are encouraged to reach their full potential and where children are fully included within the school community.
- To offer SEND children full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.
- To seek and take into account, where appropriate, the views of the child with SEND with due regard for age, maturity and ability.
- To work in partnership with the parents of SEND children. We recognise that parents have a unique insight, knowledge and experience of their child, and this can be vital in helping to support their child.
- To regularly review and monitor the provision for SEND children.
- To liaise with, and utilise the expertise of, all of the relevant outside agencies who can support SEND children.

Special Educational Needs is defined in Section 312 of the 1996 Education Act as: Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age;
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority;
- (c) are under compulsory school age and fall within the definition (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

## 2(b) SEN Identification

*The SEN Code of Practice (2014) provides information about the various strands of action which may be appropriate for a child who has Special Educational Needs. It covers assessment and planning, grouping for teaching purposes, the deployment of resources (including staffing) and curriculum and teaching methods. It also demonstrates how pupils may be at different points for each strand.*

## 2(c) Provision for SEN stages

### School-Based Support

A child will have targets set by the class teacher in consultation with the SENCO and any support staff who work with that child. This will highlight any programmes which are **additional to or different from** the differentiated curriculum.

This will be reviewed termly at a meeting involving both the child's parents and the child wherever possible. Part of Staff Meeting per term will be set aside to allow staff to prepare for this review.

The class teacher is responsible for daily work and the day to day delivery of the targets. The SENCO will also offer support and advice in assessment and collecting evidence of the child's progress.

### Enhanced Support

Some children will need to have the support of outside agencies. The SENCO will take responsibility for setting targets at this stage, in consultation with the class teacher, support staff and the appropriate outside agency. The SENCO will arrange and attend termly reviews, and organise the collection of evidence of the child's progress. The SENCO will liaise with parents and outside agencies regarding arrangements for the child's provision.

### Statutory Assessment (Education, Health and Care Plans)

The Head teacher will ensure that the EHC is reviewed annually in accordance with the guidelines set out in the revised Code of Practice.

## 2(d) Monitoring Prior to SEN identification

A class teacher may put the details of any child not categorised as having a special educational need onto a 'Pupil Intervention Request' sheet in the Class Inclusion folder or on the Learning Platform, if they feel that child may need to be assessed or their progress monitored.

Half-termly Pupil Progress Meetings, which involve all Year Group teachers, the Inclusion Manager, Literacy and Numeracy Co-ordinators, the Head Teacher and, if deemed appropriate, Support Staff provide a regular opportunity for concerns about individual children to be raised.

Alternatively the Inclusion Manager is available for staff to speak to on an individual basis.

School will also monitor the progress of children recently removed from SEN school-based support as a result of a review of that child's progress.

The Inclusion Manager keeps a termly record of all children at this stage.

### 2(e) Adequate Progress (SEND)

*When identifying the nature of a child's need it is useful to look at what is defined in the 2002 Code of Practice as "Adequate Progress". This may include progress that:*

- *closes the gap between the child and his/her peers,*
- *prevents the attainment gap growing wider,*
- *is similar to that of peers starting from the same base line, but less than that of the majority of peers,*
- *matches or betters the child's previous rate of progress,*
- *ensures access to the full curriculum,*
- *demonstrates improvements in self-help, social or personal skills,*
- *demonstrates improvements in the child's behaviour.*

*If a child is not making adequate progress, then (s)he may be considered to have a special educational need.*

### 2(f) Classroom Organisation

All children from Year 1 to Year 6 are placed in ability groups for Literacy and Numeracy, as are Reception children after initial assessments during the first half of the Autumn term.

The whole-school Provision Map highlights additional support in each year group and is updated termly by the Inclusion Manager following Pupil Progress Meetings and end of term assessments.

Every year group follows the theme-based Irresistible Learning Curriculum for Foundation subjects and Science. Tasks, activities and experiences are planned which take into account a variety of learning styles, whilst giving children greater opportunities to develop their own learning style preferences.

### 2(g) Specific Learning/Literacy Difficulties

Pinfold Street achieved Dyslexia Friendly School status in 2008. The Portfolio of Evidence gives additional guidance in making provision for children with Specific Learning Difficulties.

### 3 SEND Assessment, Early Identification, Monitoring and Review Procedures

We aim to identify children with SEND as early as possible.

In Reception, this will involve referring to Nursery records (if applicable), Foundation Stage profiles and assessments, parental concerns or any records from outside agencies.

In other Key Stage 1 or 2 classes, concerns may be expressed by the class teacher, the child's parents or an outside agency professional. In these cases the SENCO will take the lead in assessing the child's needs.

All children identified as SEN will have targets which will be reviewed once per term. The review is a three way meeting between child, their parents/carers and the class teacher. Support staff will be invited if appropriate.

The SENCO arranges all SEN Reviews and attends all Enhanced Support and EHC Reviews, along with selected School-Based Support Reviews.

The SENCO liaises with outside agency providers who may also attend Reviews.

The school uses the Walsall C.S. Early Intervention and Inclusion Services Learning Development Indicators as a guide for Cognition and Learning.

Lower-ability children who are performing at a level that raises concerns can be identified at half-termly Pupil Progress Meetings or via a 'Pupil Intervention Request'.

#### 4(a) SEN Support Plans

- Should record only that which is **additional to or different from** the differentiated curriculum plan.
- Are reviewed on a termly basis.
- Focus should be on 3 SMART targets. (SMART = Specific, Measurable, Achievable/Attainable, Realistic, Timed).
- Targets have to be agreed with the parent and child.
- Group plans for children who have common targets are acceptable but must take note of individual learning styles and variable rates of progress.
- Support Plans should include short term targets, teaching strategies to be used, details of provision, review details, success/exit criteria.
- All Support Plans written by the SENCO are placed on the Learning Platform.

#### 4(b) Evidence and Record Keeping

The SENCO keeps records on all SEN children and has copies of all current targets.

Each class teacher has a red Inclusion folder which details any information that needs to be kept. The folder should be used as a working document and made easily accessible for all staff who may work with a particular child.

Attention should be paid to the school's Record Keeping policy and procedures for all other evidence of a child's progress.

## 5 Staff Induction

All staff new to school are automatically given access to existing school policies as a matter of course. Through the Performance Management process, training needs are identified during the first half term.

New staff are entitled to dedicated one-to-one sessions with the Inclusion Manager to discuss SEN practice and the specific needs of individual children.

Newly Qualified Teachers (NQTs) are entitled to half a day per week non-contact time which can be used to discuss issues with senior staff (SENCO included), observe good practice around the school, work collaboratively with colleagues or attend any relevant training .

All NQTs have a senior member of staff as their mentor for the whole year.

## 6 Roles and Responsibilities

### 6(a) The Role and Responsibilities of the Teacher

#### **General**

- The day to day delivery of targets at all stages of the SEND continuum.
- Following the school's Assessment policy in order to provide evidence of a child's progress.
- To ensure that planning and teaching provides for suitable learning challenges, responds to children's diverse learning needs and attempts to overcome potential barriers to learning.
- To identify children who may require future SEND support.
- To write, evaluate and review targets for School-Based Support children.
- To liaise with the SENCO regarding the progress of SEND children.
- To work collaboratively with all staff (including Outside Agency providers) who work with SEND children, e.g. ensuring targets are available to all relevant staff.
- To ensure planning takes account of targets and SEND needs.

#### **School-Based Support**

- Teacher's planning must show how a child's learning is targeted - this will be needed for evidence for moving to the next stage.
- The Class Teacher is responsible for daily work and the delivery of individualised programmes.
- The role of the SENCO is to offer support and advice in setting targets, assessment and collecting evidence of the child's progress.

## Enhanced Support

- Outside agencies are involved.
- Delivery of targets is the Class Teacher's responsibility.
- The SENCO will be responsible for setting targets in consultation with the class teacher and outside agencies.

## EHCs

- For children who have a Statement of Special Educational Needs
- Annual reviews remain with guidelines set out in the SEN Code of Practice (2014).
- Delivery of targets remains the Class Teacher's responsibility.
- The school is required to gather evidence to support a request for Statutory Assessment, this role is delegated to the SENCO.

## 6(b) The Role and Responsibilities of the SENCO

- To oversee the day-to-day operation of the SEND policy.
- To co-ordinate provision for children with SEND.
- To lead review meetings and consult with parents on a termly basis.
- To liaise with and advise colleagues and identify appropriate development opportunities.
- To develop a whole school understanding of effective SEND practice.
- To manage and co-ordinate the work of support staff within the school.
- To analyse data and assess the progress of SEND children.
- To identify and liaise with specialist support from outside agencies.
- To provide appropriate in-service training and professional development for all staff.
- To build capacity to develop and improve SEND provision.
- To manage the deployment of resources for the teaching and learning of SEND children, within the confines of the school budget.
- To liaise with governors and SLT.
- To monitor and review the quality and effectiveness of SEND provision.
- To provide an Action Plan as part of the annual School Development Plan.
- To provide a Provision Map, updated on a termly basis.
- To co-ordinate the transition process for children to and from other schools.
- To liaise and share good practice with other settings.

### 6(c) The Role and Responsibilities of Support Staff

Support Staff are valued partners in learning provision for SEND children. Their role is to compliment the work of class teachers. This may be done through in-class or out- of-class support, individual or small group work. The nature of this support will vary and is largely dependent upon the needs of the child. It is expected that the SENCO will co-ordinate the work of those support staff who work with SEND children.

### 6(d) The Role and Responsibilities of the Head Teacher

- To be responsible for the overall provision for children with Special Educational Needs and Disabilities.
- To liaise with the SENCO regarding the day-to-day provision for children with Special Educational Needs and Disabilities.
- To ensure the quality of SEND provision is regularly monitored.
- To assist the Governing Body in monitoring, evaluating and reviewing the school policy.
- To communicate with Walsall Children's Services and outside agencies.
- To ensure SEND and Inclusion are included within the School Development Plan.

### 6(e) The Role and Responsibility of the Governing Body

- To work in partnership with the Head Teacher, SENCO and other senior staff to ensure that statutory duties for any pupil with SEND are met.
- To work in partnership with the Head Teacher, SENCO and other senior staff to provide strategic direction for SEN provision.
- To nominate a Governor with responsibility for Inclusion.
- To ratify the school policy, oversee its implementation, regularly monitor its overall effectiveness and provide the criteria for its evaluation and review.
- To ensure SEND provision and Inclusion are integral parts of the School Development Plan.
- To support the Head Teacher, SENCO and other senior staff in ensuring and monitoring the deployment of funding, equipment and personnel resources.
- To support the Head Teacher, SENCO and other senior staff in exploring all potential sources of funding for SEND children.
- To work in partnership with Walsall Children's Services and the governing bodies of other schools when necessary.
- To identify opportunities for development or specialist support through partnership with the Darlaston Schools' Cluster and with other external partners.
- To report to parents annually on the implementation and effectiveness of the Inclusion Policy.
- To make arrangements for considering appeals regarding the admission of pupils with Special Educational Needs and Disabilities.

## 7 Admission Arrangements for SEND children

At Pinfold Street children with Special Educational Needs and Disabilities will be considered for admission in the same way as other children. *However, a child with a statement will not be considered for admission if the inclusion of that child would be 'incompatible with the efficient education of other children.'* (2002 Code of Practice paragraph 1.35)

*If Walsall Children's Services identify Pinfold Street as the nominated school for a child with a statement maintained by themselves, then we would require adequate consultation and, if necessary, amendments to the statement before the child is admitted. (2002 Code of Practice paragraph 8.63)*

## 8 The Voice of the Child

At Pinfold Street we are committed to increasing the involvement of our children in their own learning. *Chapter 3 of the 2002 SEN Code of Practice is concerned entirely with Pupil Participation and we fully endorse these principles.*

Children are encouraged to take part in their reviews at all stages of the SEN process. They are asked to contribute to their targets either directly through participation at Review Meetings or through Pupil Participation Sheets, filled in beforehand (with support if necessary).

Our Marking Policy encourages children to comment upon their work and feedback their views to staff.

All classes from Y2 to Y6 elect two School Councillors (one boy and one girl) per year.

*Y5 and Y6 children are allowed to apply to be Safety Patrollers who are able to offer pastoral support to other children at breaktimes.*

## 9 Parental Involvement

At Pinfold Street the views of parents or carers of SEND children are actively sought, taken account of and valued by all staff.

At Pinfold Street, parents or carers are informed and consulted at the start of any SEND provision. This continues through termly review meetings, where the parents are actively involved in the formation of their child's targets and the subsequent development of provision for their child. Parental Consultations are considered to be a three way process involving parent, child and staff.

As part of a child's SEN targets, parents or carers are encouraged to support their child at home.

The SENCO ensures that parents and carers are fully informed of any changes and amendments to a child's SEN provision, usually through the review process.

The Governing Body has a duty to publish the school's SEN/Inclusion policy. We also endeavour to ensure that parents and carers understand their rights and are kept informed of any relevant changes in educational policy, both locally and nationally.

*At Pinfold Street we have a good working relationship with Walsall Parent Partnership Service who provide independent support and advice for parents or carers regarding the SEN process which includes disagreement resolution and Independent Parental Supporters.*

We employ a full time Parent Support Advisor who is a vital part of the link between Pinfold Street and the wider community. The PSA has a valuable role in representing families and ensuring the voice of parents and carers are heard. Additionally the PSA works closely with the Inclusion Manager to ensure ways of engaging all parents wherever possible. If a parent or carer has a concern about a child who has not been identified with a Special Educational Need or Disability they can contact the Inclusion Manager, Class Teacher, PSA or any other Senior Member of Staff at any time.

#### 10 Partnership with Walsall Children's Services and various outside agencies

At Pinfold Street we endeavour to follow all Walsall Children's Services policies and guidelines. Walsall Children's Services and outside agencies can support the school in providing specialist advice and training for all staff.

In most cases the SENCO will take the lead in liaising with representatives of Walsall Children's Services and other outside agencies.

The outside agencies that will usually be involved with a child at Enhanced Support or beyond include:

Educational Psychology Service

SEN Inclusion Support Service:

- Sensory Impairment Teachers
- Early Years

Speech and Language Therapy Service

Occupational Therapy Service

Physiotherapy Service

Integrated Support Services (Behaviour, Attendance and Exclusion)

Other agencies which may be involved with all children include:

School Health Service

Educational Welfare

Social Services  
SureStart

Since May 2013, following the demise of the Local Authority SEN Advisory Team, we have bought into the external services provided by an SEN Advisory Team (*based at Rushall Primary School*).

#### 11(a) Links with other schools

We have existing links with Darlaston Grace Academy, St. Thomas More and Rowley View Nursery; and, historically, Castle Special School.

Pinfold Street Primary also operates as part of the Darlaston Schools Cluster which enables the sharing of expertise, good practice and the opportunity to meet with representatives from Walsall Children's Services and other outside agencies.

This arrangement enables the possibility of additional support from Outside Agency providers through the Team Around the School model being piloted in 2014/15..

All documentation for SEN children who have left the school is passed on to the receiving school.

#### 11(b) Transition

All Annual Reviews for children with EHCs in Year 6 will take place during the Autumn term.

SENCOs from the proposed secondary school are always invited to the final Year 6 SEN Review.

Transition Week usually takes place during the second half of the Summer term, involving children moving from the Foundation Stage to Year 1, Year 1 to Year 2 and Year 2 to Year 3, with parents also invited.

#### 11(c) Transition from Y6 to Y7

*It is a requirement of the 2001 Code of Practice that when a child with a statement is due to transfer schools (e.g. Y6 to Y7), the statement must be amended no later than February 15<sup>th</sup> in the year of transfer. Therefore all Y6 statement reviews will take place towards the end of the Autumn term.*

Transition Plans are written for all SEND children following the Spring Term Review Meeting.

Staff from the proposed secondary school will be invited to the final Y6 EHC Review and the final SEN Review.

## 12 Safeguarding

There is a weekly Safeguarding Meeting involving the Inclusion Manager, Parent Support Advisor, Learning Mentor, Head Teacher and Deputy Head.

There is a Referral System for any staff who may have any concerns about a child. A termly update summarises information and actions taken for staff.

All Safeguarding information is documented as per Walsall Children's Services guidelines and confidential files are kept in a locked cupboard in the Head Teacher's Office.

From September 2010, documents containing information relating to Safeguarding issues for children who have left the school are retained on file.

Reviewed by Governing Body: November 2014

Date of next review: November 2016

(i) Other relevant documents

Special Educational Needs Code of Practice (2014)

*Special Educational Needs Code of Practice (2001)*

*SEN Toolkit (2002)*

National Curriculum (2014)

Children and Families Act (2014)

*SEN and the Disability Act (2001)*

*The Education Regulations (Special Education Needs) (1999)*

Bercow Report (2008) – *Communication*

Lamb Enquiry (2009) – *Parental Involvement*

Steer Report (2010) – *Behaviour*

Walsall Children's Services – Learning Development Indicators (2011)

(ii) Other relevant School documents

(available via the Learning Platform [http://myportal.walsallcs.com/page\\_150.cfm](http://myportal.walsallcs.com/page_150.cfm) and the staff Shared Platform)

Accessibility and Equality Duty

Anti-Bullying Procedures. Record of Bullying incidents

Anti-Racist Policy

Attendance Policy

Behaviour Policy and Procedures

Current SEN list

Dyslexia Friendly Schools Portfolio of Evidence (*document only, see Inclusion Manager*)

English/English as an Additional Language data

Ethnic Minority Groups data

Homework Policy

Key Workers list

Marking and Presentation Policy

Medical Register

PASS (Pupil Attitudes to Self and School) data

Procedures for Looked-After Children

Provision Map

Safeguarding Policy

Staff Handbook