



Wootton-by-Woodstock CE Primary School

Policy Agreed: December 2018
Person Responsible: Julia Chapman
To be reviewed: December 2020

Policy for Inclusion 2018

DEFINITION

Inclusive education means that all students in a school, regardless of their strengths or weaknesses in any area, become part of the school community. They are included in the feeling of belonging among other students, teachers, and support staff. The SEN and Disability Act 2001 makes it clear that schools have a duty to educate children with disabilities in general education classrooms.

AIMS

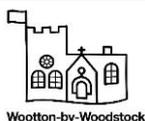
This school aims to:

- Achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Narrow the gap in attainment between vulnerable groups of learners and others.
- Focus on individual progress as the main indicator of success.
- Make a clear distinction between "underachievement" - often caused by a poor early experience of learning – and special educational needs.
- Carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- Ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- Work in cooperative and productive partnership with the LA and other outside agencies to ensure there is a multi-professional approach to meeting the needs of vulnerable learners.
- Promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.
- Attain high levels of satisfaction and participation from pupils, parents and carers.

GUIDELINES

1 Making a clear distinction between underachievement and special educational needs

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. Teachers aim to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). Teachers aim to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with



their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided through additional support sessions delivered by a TA.

2 Setting suitable learning challenges

- Teachers aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. This may mean choosing knowledge, skills and understanding from an earlier or later programme of study in the National Curriculum, so that individual pupils can make relevant progress. Teachers likewise take account of any gaps in pupils' learning resulting from missed or interrupted schooling, for example, that may be experienced by travellers, refugees, those in care or those with long-term medical conditions, including pupils with neurological problems, such as head injuries, and those with degenerative conditions.
- Teachers plan for differentiation as appropriate, planning suitably challenging work. For more able pupils teachers may draw on materials from higher levels of study, and plan further differentiation by extending the breadth and depth of study within individual subjects or by planning work which draws on the content of different subjects.

3 Responding to pupils' diverse learning needs

- When planning, teachers set high expectations and provide opportunities for all pupils to achieve, including HA pupils, pupils with special educational needs, pupils with disabilities, pupils from all social and cultural backgrounds, pupils of different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. Teachers are aware that pupils bring to school different experiences, interests and strengths which will influence the way in which they learn. Teachers plan their approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
- To ensure that they meet the full range of pupils' needs, teachers should be kept up to date with the requirements of the equal opportunities legislation that covers race, gender, sexual orientation and disability.
- Teachers take specific action to respond to pupils' diverse needs by:
 - a. creating effective learning environments
 - b. securing pupils' motivation and concentration
 - c. providing equality of opportunity through teaching approaches
 - d. using appropriate assessment approaches
 - e. setting targets for learning.

a. Teachers create effective learning environments in which:

- the contribution of all pupils is valued
- all pupils can feel secure and are able to contribute appropriately
- stereotypical views are challenged and pupils learn to appreciate and view positively differences in others, whether arising from race, gender, sexual orientation, ability or disability
- pupils learn to take responsibility for their actions and behaviours both in school and in the wider community
- all forms of bullying and harassment, including racial harassment, are challenged
- pupils are enabled to participate safely in clothing appropriate to their religious beliefs, particularly in subjects such as science, design and technology and physical education.

b. Teachers secure pupils' motivation and concentration by:

- using teaching approaches appropriate to different learning styles



- using, where appropriate, a range of organisational approaches, such as group or individual work, to ensure that learning needs are properly addressed
- varying subject content and presentation so that this matches their learning needs
- planning work which builds on their interests and cultural experiences
- planning appropriately challenging work for those whose ability and understanding are in advance of their language skills
- involving pupils in ‘personalised learning opportunities’
- using materials which reflect social and cultural diversity and provide positive images of race, gender and disability
- planning and monitoring the pace of work so that they all have a chance to learn effectively and achieve success
- taking action to maintain interest and continuity of learning for pupils who may be absent for extended periods of time.

c. Teachers use appropriate assessment approaches that:

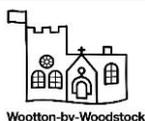
- allow for different learning styles and ensure that pupils are given the chance and encouragement to demonstrate their competence and attainment through appropriate means
- are familiar to the pupils and for which they have been adequately prepared
- use materials which are free from discrimination and stereotyping in any form
- provide clear and unambiguous feedback to pupils to aid further learning.

4 Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Teachers make provision, where necessary, to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment activities. During end of key stage assessments, teachers should bear in mind that special arrangements are available to support individual pupils.

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

- Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil. Teachers encounter a wide range of pupils with special educational needs, some of whom may also have disabilities. In many cases, the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEND Code of Practice. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities, consistent with school-based intervention augmented by advice and support from external specialists as described in the SEND Code of Practice, or, in specific circumstances, with an EHCP.
- Teachers, where appropriate, work closely with representatives of other agencies who may be supporting the pupil.
- Teachers take specific action to provide access to learning for pupils with special educational needs by:
 - a. providing for pupils who need help with communication, language and literacy
 - b. planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
 - c. planning for pupils' full participation in learning and in physical and practical activities
 - d. helping pupils to manage their behaviour, and to take part in learning effectively and safely.
 - e. helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.



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Teachers provide for pupils who need help with communication, language and literacy through:

- using texts that pupils can read and understand
- using visual and written materials in different formats, including large print, symbol text, Braille, changed background colour
- using ICT, other technological aids and recorded materials
- using alternative and augmentative communication, including signs and symbols
- using translators, communicators and amanuenses.

Teachers develop pupils' understanding through the use of all available senses and experiences, by:

- using materials and resources that pupils can access through sight, touch, sound, taste or smell
- using word descriptions and other stimuli to make up for a lack of first-hand experiences
- using ICT, visual and other materials to increase pupils' knowledge of the wider world
- encouraging pupils to take part in everyday activities such as play, drama, class visits and exploring the environment.

Teachers plan for pupils' full participation in learning and in physical and practical activities through:

- using specialist aids and equipment
- providing support from adults or peers when needed
- adapting tasks or environments
- providing alternative activities, where necessary.

Teachers help pupils to manage their behaviour, take part in learning effectively and safely, and prepare for work by:

- setting realistic demands and stating them explicitly
- using positive behaviour management, including a clear structure of rewards and sanctions
- giving pupils every chance and encouragement to develop the skills they need to work well with a partner or a group
- teaching pupils to value and respect the contribution of others
- encouraging and teaching independent working skills
- teaching essential safety rules.

Teachers help individuals manage their emotions and take part in learning through:

- identifying aspects of learning in which the pupil will engage and plan short-term, easily achievable goals in selected activities
- providing positive feedback to reinforce and encourage learning and build self-esteem
- selecting tasks and materials sensitively to avoid unnecessary stress for the pupil
- creating a supportive learning environment in which the pupil feels safe and is able to engage with learning
- allowing time for the pupil to engage with learning and gradually increasing the range of activities and demands.

5 Pupils with disabilities

Not all pupils with disabilities will necessarily have special educational needs. Pupils with disabilities may learn alongside their peers with little need for additional resources beyond the aids which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and effectively as possible within the National Curriculum and the statutory assessment arrangements. Potential areas of difficulty should be identified and addressed at the outset of work, without recourse to the formal provisions for disapplication.

Teachers take specific action to enable the effective participation of pupils with disabilities by:

- a. planning appropriate amounts of time to allow for the satisfactory completion of tasks
- b. planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- c. identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals and planning an equivalent alternative.

Teachers plan appropriate amounts of time to allow pupils to complete tasks satisfactorily through:

- taking account of the very slow pace at which some pupils will be able to record work, either manually or with specialist equipment, and of the physical effort required
- being aware of the high levels of concentration necessary for some pupils when following or interpreting text or graphics, particularly when using vision aids or tactile methods, and of the tiredness which may result
- allocating sufficient time, opportunity and access to equipment for pupils to gain information through experimental work and detailed observation, including the use of microscopes
- being aware of the effort required by some pupils to follow oral work, whether through use of residual hearing, lip reading or a signer, and of the tiredness or loss of concentration which may occur.

Teachers create opportunities for the development of skills in practical aspects of the curriculum through:

- providing adapted, modified or alternative activities or approaches to learning in physical education and ensuring that these have integrity and equivalence to the National Curriculum and enable pupils to make appropriate progress
- providing alternative or adapted activities in science, art and design and technology for pupils who are unable to manipulate tools, equipment or materials or who may be allergic to certain types of materials
- ensuring that all pupils can be included and participate safely in geography fieldwork, local studies and visits to museums, historic buildings and sites.

Teachers attempt to overcome specific difficulties for individuals presented by aspects of the programmes of study and attainment targets through:

- using approaches to enable hearing impaired pupils to learn about sound in science and music
- helping visually impaired pupils to learn about light in science, to access maps and visual resources in geography and to evaluate different products in design and technology and images in art and design
- providing opportunities for pupils to develop strength in depth where they cannot meet the particular requirements of a subject, such as the visual requirements in art and design and the singing requirements in music
- discounting these aspects in appropriate individual cases when required to make a judgement against performance descriptions.

6 Pupils who are learning English as an additional language

- Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning should take account of such factors as the pupil's age, length of time in this country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language skills and of subject knowledge and understanding will be necessary to confirm that no learning difficulties are present.



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- The ability of pupils for whom English is an additional language to take part in the National Curriculum may be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and should aim to provide the support pupils need to take part in all subject areas.
- Teachers should take specific action to help pupils who are learning English as an additional language by:
 - a. developing their spoken and written English
 - b. ensuring access to the curriculum and to assessment.

Teachers develop pupils' spoken and written English through:

- ensuring that vocabulary work covers both the technical and everyday meaning of key words, metaphors and idioms
- explaining clearly how speaking and writing in English are structured to achieve different purposes, across a range of subjects
- providing a variety of reading material [for example, pupils' own work, the media, ICT, literature, reference books] that highlight the different ways English is used, especially those that help pupils to understand society and culture
- ensuring that there are effective opportunities for talk and that talk is used to support writing in all subjects.
- where appropriate, encouraging pupils to transfer their knowledge, skills and understanding of one language to another, pointing out similarities and differences between languages
- building on pupils' experiences of language at home and in the wider community, so that their developing uses of English and other languages support one another.
- use of appropriate support services.

Teachers make sure pupils have access to the curriculum and to assessment through:

- using accessible texts and materials that suit pupils' ages and levels of learning
- providing support by using ICT or video or audio materials, dictionaries and translators, readers and amanuenses
- using home or first language, where appropriate.

7. Pupils who are looked after in local authority care:

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.
- There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
- The designated teacher is Valerie Lucas. The responsibilities of our designated teacher include:
- monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- ensuring that children who are 'looked after' have access to the appropriate network of support



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- checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- ensuring that information concerning the education of children who are ‘looked after’ is transferred between agencies and individuals
- preparing a report on the child’s educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.
- liaising with the child’s social worker to ensure that there is effective communication at all times
- celebrating the child’s successes and acknowledge the progress they are making.

Our school will work closely with the county’s The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

7 Management of inclusion within our school:

The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

HEADTEACHER

- the Headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator who is also the Headteacher - Valerie Lucas.
- the Headteacher will be informed of the progress of all vulnerable learners and any issues with regard to the school’s provision in this regard through:
- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision map for vulnerable learners
- pupil progress meetings with individual teachers
- discussions with pupils and parents

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy, with the support of the assistant SENCO – Julia Chapman, in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs



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- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- in conjunction with class teachers carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support,
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map.
- monitoring the school's system for ensuring that outcomes plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).1
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners,

CLASS TEACHER

liaising with the SENCO to agree :

- which pupils in the class are vulnerable learners
- which pupils are underachieving and need to have their additional interventions monitored on a "vulnerable learners' provision map – but do not have special educational needs.
- which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Outcomes Plan to address a special educational need (this would include pupils with EHC Plans)

securing good provision and good outcomes for all groups of vulnerable learners by :

- providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2014)
- ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

8 Staff training

All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development.

Specialist advice and expertise in relation to assessment and support of individual pupils will be sought when needed.

9 Partnership with parents/carers

The school aims to work in partnership with parents and carers. We do so by:

- 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
- 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 all pupils, in particular those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets
- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way, including, if possible, translated information for parents with English as an Additional Language.

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered objectives. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- ensure that they know what their objectives are and why they have them,
- self-review their progress
- for some pupils with special educational needs monitor their success at achieving the targets on their Outcomes Plan.

EFFECTIVE TRANSITION

- We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the year before the year in which they leave, will offer transition meetings to all pupils in receipt of Additional SEN support. Pupils with Education Health and Care Plans will have next phase destinations and transition arrangements discussed at plan review meetings convened by the plan coordinator
- Support for the pupil in coming to terms with moving on will be carefully planned and may include familiarisation visits and counselling. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.



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- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- Parents will be given a reliable named contact at the next phase provider with whom the SENCo or class teacher will liaise

ADMISSION ARRANGEMENTS

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority)

COMPLAINTS

If there are any complaints relating to the provision for children with SEN or EAL these will be dealt with in the first instance by the class teacher and SENCO who is the Headteacher and contacted through the school office 01993 811520. The governor with specific responsibility for SEN/inclusion – Natalie Mitchell-Boorne may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)