

Willow Tree Primary School

Inclusion Policy



Rationale

Willow Tree Primary school has a commitment to meeting the needs of all the children in our school and working in partnership with the home to help children achieve their full potential. We focus on individual progress as the main indicator of success. Teachers 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. Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

Aims

We endeavour to

- provide curriculum access for all
- secure high levels of achievement for all
- meet individual needs through a wide range of provision
- overcome barriers to achievement, providing equal opportunities for all pupils
- make learning positive and enjoyable with flexible and responsive teaching styles
- enable children in school to be healthy, and safe
- provide opportunities for pupils and parents to contribute productively to our school life and community
- carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- offer a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- value the contributions of all staff and members of the school community
- recognise and support pupils and families who are vulnerable or at risk
- develop a clear partnership with the whole community
- work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners
- fulfil duties under the equalities act to ensure everyone is treated with dignity and respect

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.

Children with Special Educational Needs and/or Disabilities

As an inclusive school we do not seek to closely define the special educational needs for which we will make provision. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. In admitting pupils with special educational needs we would expect to have informative discussions with both the pupil's family and the local authority to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget. Thereafter we are aware of the process of applying for High Needs Funding if the pupil's and the school's needs make that a necessity. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school. However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

All learners will have access to quality first teaching. Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.

Children with English as an Additional Language

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.

Provision - Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

Children who are Looked After in Local Authority Care

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.

The responsibilities of our designated teacher (Helen Davey) 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
- 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.
- 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 Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

Children who are very able and/or talented

'Very able' refers to children who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning.

We respect the right of all children in our school, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults.

Provision - Teachers have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do.

From Year R to Year 6 we set targets for pupil progress for English and Mathematics at the appropriate level. We teach the children in our classes with appropriate differentiation.

We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs.

School based provision includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

Policy into Practice

Welcoming School: Our welcoming ethos is important. Staff treat each other, children and parents/carers with respect. We keep our routines and systems under review and are responsive to feedback.

Active Participation: We provide opportunities for contribution to school life and planning for all sections of our community. This includes formal meetings, written consultation, election to the governing body, questionnaires, events, and regular information sharing. We also have strong informal links and opportunities for active participation at all levels, with parents coming into school to meet staff. Children have opportunities to raise concerns and ideas through their nominated representatives on the School Council, with class teachers and other staff through the PSED/PSHCE curriculum as well as in informal contact at playtimes. They are also given opportunities to take on appropriate responsibilities. Stakeholders are reminded at regular intervals that their views are welcomed and always considered.

Professional Development: Staff training supports inclusion by helping staff to respond to the diverse needs of our pupils. We seek in particular to use opportunities to share expertise within school. Training opportunities are linked to school development priorities. Governors also have the opportunity to attend appropriate training.

Resources: The school uses the Strategic School Plan and school policies to guide and explain how resources are allocated within school. The school recognises that some learners need more resources than others and, within the constraints of our budget allocation, seeks to meet their needs. Due regard is paid to providing support and reasonable adjustments so that pupils with disabilities however these are defined can participate in the school curriculum and take advantage of all school events and educational opportunities. All documents and decisions are open to enquiry, and are evaluated against the targets set.

Access: School accommodation and facilities are kept under review to ensure that, within budget constraints, they support and do not hinder inclusion for all. Where restrictions are noted, the school will plan to remove the difficulty at the earliest opportunity. We promote active, cooperative play at lunchtime and target needy pupils when appropriate.

Partnership with the Community: We recognise the diversity of our school community as a strength and endeavour to be responsive to the different needs of and requests from the community. We involve our pupils in visits and fund raising support for the community. We use our curriculum to teach pupils to value the locality and the diversity of our world, and to promote community cohesion. We invite visitors into school, and ask parents to become adult learners within school. We share facilities with community groups whenever possible.

Multi-agency working: We have established good links with the following agencies to support children and families as appropriate: LA learning support services including the Early Years and Autistic Outreach teams, EAL service, educational psychologists, school health services, education welfare service, speech and language therapy services, Child Development Centre, community education, social care, local health visitors, local child care providers, and NYCC Early Help Teams. When required, we make links with voluntary sector organisations such as Cruise or Barnardo's. We inform parents before we contact other agencies to gain their

permission to share information. The one exception to this is when we need to follow specific guidance contained in the Safeguarding Policy.

Monitoring achievement: We actively monitor and track pupils' achievement, using information from parents, school assessment data and benchmarking to identify learners' specific needs as individuals and as groups and to identify underachievement. We use this information to inform teaching programmes, to set targets for pupil progress and for school improvement, and to direct specific intervention projects wherever possible.

Transitions: The school consults with teachers and practitioners to ease children's transition into Reception and when they move on to Secondary school. Programmes of visits and liaison are well established.

Attendance: The school promotes punctuality and monitors attendance and records reasons for absence. Unauthorised absences are always followed up. Parents are contacted when attendance is a cause of concern in order to resolve any problems collaboratively. When appropriate, the Early Help Team are involved.

Curriculum: Our curriculum is designed to be sensitive to the needs and background of all our learners and to recognise different routes to achievement. Ongoing assessment for learning informs all planning and teaching so that pupils' learning makes good progress. Through monitoring and evaluation we aim to identify and then improve areas where pupil attainment should be raised.

The name and contact details of the SEND co-ordinator.

Karen Daggett

karen.daggett@willowtree.n-yorks.sch.uk

The name and contact details of the Designated Teacher for Looked After Children

Helen Davey

headteacher@willowtree.n-yorks.sch.uk

Policy Review

Our success in achieving our policy aims will be reviewed and evaluated regularly. The policy will then be updated if necessary.

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENCO).

The SENCO is responsible for reporting regularly to the head teacher and the Governing Body on the ongoing effectiveness of this inclusion policy.

Date of Policy: May 2019

Review date: Annually

Next Review Due: May 2020