



## Inclusion policy

Date of policy:

*Summer 2018*

Signed:

Head Teacher  
Chair of Governors

**At Myrtle Park Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Myrtle Park Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect and bullying.**

## **Introduction**

This policy accepts the definition of SEND (Special educational needs and disability) as set out in the Code of Practice 0-25 years 2014.

Myrtle Park Primary School values the individuality of all our children. We are committed to giving all our children every opportunity of achieving the highest standards they possibly can. We do this by taking account of pupils varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all our children.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination in line with the Disability Act 1995 and Equality Act 2010. As a school we work hard to enhance equality of opportunity by developing an environment where all our children can flourish and feel safe.

The achievements, attitudes and well-being of all our children matter. This policy helps ensure all Myrtle Park staff promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. (Please also see school's Single Equality policy and Local Offer on the school website). The achievement, attitude and well-being of every child matters and inclusion is the responsibility of every person in the Myrtle Park School community.

The National Curriculum is the starting point for learning experiences in our school and teachers set suitable learning challenges responding to children's diverse learning needs. Some children experience barriers to learning that mean they may have some form of impairment that requires additional support or intervention. Teachers make provision, supported by the SENCO where necessary, to remove barriers for children and enable them to participate effectively in curriculum activities. To access all that is on offer in our school some children may benefit from additional / tailored help from that which is given to other children of the same age.

Children may have an impairment either throughout or at any time during their school career. This policy ensures that Myrtle Park is an inclusive school as we actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. Equality of opportunity for all Myrtle Park pupils is important and we aim to achieve this through monitoring the different groups of children within our school:

- girls and boys
- children falling behind age related expectations
- children working at greater depth
- Children showing potential to make accelerated progress regardless of starting points
- ethnic minority and faith groups
- children needing support to learn English
- children with special educational needs
- children who are at risk from disaffection or exclusion
- children with disabilities
- looked after children
- travellers and asylum seekers
- children eligible for free school meals
- index of deprivation
- age

**The SENCO for Myrtle Park Primary School is Mrs Anna Riley**

## **Aims and Objectives**

The new Code of Practice 2014 states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

At Myrtle Park we aim to:

- create an inclusive environment that meets the individual educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;
- make clear the expectations of all involved in the process;
- identify the roles and responsibilities of staff in supporting children's special educational needs;
- enable all children to access all elements of the school curriculum;
- ensure that parents can play their part in supporting their child's education;
- ensure that children have a voice in their education;
- reward success, however small and at all levels both in and out of school;
- ensure that all pupils make the best possible, optimal progress;
- ensure staff have the appropriate training and resources to enable them to cater for a wide variety of barriers to learning.

## **Pupils with Special Educational Need**

All our children are baseline assessed when they come to Myrtle Park, so we can establish accurate starting points and plan to build on their prior learning. Early identification of special educational needs is important. We achieve this through gathering evidence, through observations, assessments, written records and discussions with parents.

These relate to clearly defined indicators of the differing special educational needs that a child may have i.e.

- cognition and learning needs
- social, emotional and mental health needs
- communication and interaction needs
- sensory and / or physical needs

We also understand that a child's special educational needs may also relate to factors in their environment, including the learning environment at school.

## **Pupils with a Disability**

Myrtle Park Primary School promotes equality of opportunity and aims for improved outcomes for everyone in our school community. Some children in our school have disabilities and consequently need additional resources. Myrtle Park is committed to providing an environment that allows these children full access to all areas of learning. Teachers modify teaching and learning as appropriate for these children.

## **Pupils with Medical Conditions**

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical

needs of such pupils. Where children and young people also have SEN, their provision will be planned and delivered in a co-ordinated way with the healthcare plan.

### **Duties of the SENCO**

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy;
- co-ordinating provision for children with SEND;
- liaising with the relevant Designated Teacher where a looked after pupil has SEN;
- advising on the graduated approach to providing SEN support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' need effectively;
- supporting teachers in liaising with parents of pupils with SEN;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEN up to date;
- That SEND provision in and outside the classroom forms parts of normal observation proforma / process
- That children identified as having SEND are discussed, regarding progress, at ½ termly pupil progress meetings with the class teacher;

### **Coordinating SEN Provision**

#### **1. Assess**

Following normal assessment and tracking protocols it may become apparent that a child has more significant barriers to learning than those of a similar age. At this stage a full Baseline Assessment will be completed including checklists for Reading & Writing Behaviours, Motor Skills, Working Memory and Speech & Language. From this the class teacher and SENCO will establish next steps and appropriate provision to put in place. Range Guidance will be used to ensure accurate judgements on Range placement.

#### **2. Plan**

Where it is decided to provide a pupil with SEN support, the parents will be formally notified.

The child's teacher and the SENCO will agree in consultation with the parent and the pupil (where appropriate) the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on an IEP (Range 3 & 4 children) or as part of A Learning Centre profile (Range 1 & 2).

Parents will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

#### **3. Do**

- a. Range 1 children will have a modified programme as part of first quality teaching. Progress will be monitored ½ termly using Small Steps resources and individuals will be discussed at Pupil Progress Meetings.

- b. Range 2 children may have access to the Learning Centre and have specific targets and areas being developed directed by the Class Teacher. If the child does access the Learning Centre this will be in addition to FQT but will not replace it. Progress will be monitored ½ termly using Small Steps resources, Learning Centre log and through discussion at Pupil Progress Meetings.
- c. Range 3 children will be given an IEP and Provision Map which will clarify specific targets, areas being developed and the regularity specific programmes will be delivered and by whom. Provision may include access to Learning Centre and specific 1:1 or small group interventions delivered on a regular basis. These interventions may follow advice given from external professionals such as Speech & Language Team, ASD Team etc. This will enhance what is being done as part of FQT but not replace it. Progress will be monitored ½ termly using Small Steps resources and individuals will be discussed at Pupil Progress Meetings. IEPs will be reviewed termly with the child and parents present.
- d. Range 4 children will be given an IEP complimenting the EHCP through breaking down desired outcomes in to shorter term targets. Provision may include 1:1 support in the classroom and access to Learning Centre and specific 1:1 or small group interventions delivered on a regular basis. These interventions will follow advice given from external professionals involved with the individual child such as Speech & Language Team, ASD Team etc. This will enhance what is being done as part of FQT but not replace it. Progress will be monitored ½ termly using Small Steps resources and individuals will be discussed at Pupil Progress Meetings. IEPs will be reviewed termly with child and parents present and EHCPs reviewed annually with all professionals involved invited and adding to the review.

#### 4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. This date will be noted on the Passport 2 Success, IEP and / or EHCP.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil (where appropriate) and their parents. The class teacher, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent.

Where a pupil has an EHCP, the local authority will review that plan as a minimum every twelve months. We will co-operate with the local authority in the review process and, as part of the review, the local authority can require schools to convene and hold annual review meetings on its behalf.

#### Transition arrangements

##### a) Transition to new class or Key Stage

For some children, it is necessary to support transition between classes and/or Key Stages. This may involve simple picture books; additional transition day opportunities; small areas of responsibilities which involve interaction with new staff members etc. This will be managed and co-ordinated by the current and receiving class teacher supported by the SENCO.

##### b) Transition from another setting / school

1. For a child coming into our Nursery, home visits will be arranged by the Nursery staff to meet the parents and child/ren in their home environment. A simple questionnaire will be completed by staff with parents to establish a clear picture of developmental stage so far.
2. For a child coming into our Reception from a different Nursery provider, a Nursery visit will be arranged by the Reception staff to meet the child/ren in their current setting. A short observation will be completed, and a discussion with the staff currently responsible for the child will take place. The parents will be contacted and the children invited to attend transition days at Myrtle Park alongside their peers.
3. For a child coming into any class above Reception from a different school, a school visit will be arranged by the SENCO and relevant class teacher to meet the child/ren in their current setting. A short observation will be completed, and a discussion with the staff currently responsible for the child

will take place. The parents will be contacted and the children invited to attend an agreed number of transition days at Myrtle Park alongside their peers.

**c) In-year transfer to a different school / setting**

If a request is made for an in-year transfer for a child with SEN, the receiving school may be contacted to arrange a visit from the relevant class teacher and/or SENCo from Myrtle Park. This meeting will enable a smooth transfer of information about your child. Arrangements will be made for visits prior to the move to ensure that the transition is as smooth and as positive as possible for all involved.

In some cases the visits may be more frequent and require resources such as photograph books being created. This will further support the change in environment fully and introduce new adults into the child's vocabulary and understanding. This book will be looked at with the child and become part of their learning at Myrtle Park until the move takes place.

**d) Transition to Year 7**

When a child with SEN reaches Year 6, the receiving secondary school (once this is known) will contact us to arrange an SEN meeting and transfer of information. This also presents an opportunity to meet the children and begin to establish a relationship.

Following this, additional transition days to those already arranged may be necessary and the same protocols as for an in-year transfer may be followed.

**e) Transition to Special School setting**

In some cases, particularly for children with an EHCP, it may be appropriate for parents to consider a special school secondary placement. If this is the case, conversations between the SENCo, parents and any other agencies involved with your child will take place when the child is in Year Y4. Parents are encouraged to visit as many potential settings as possible that they feel will meet the needs of their child during this time. School will support families in visiting school on parent's request.

This information will form part of the Year 5 EHCP review so that the authority are notified in advance of the application that will take place later in the year. Relevant advice will be sought from any agencies involved with your child to support this placement, and as a parent you may be asked to write a letter to support your decision to add to the information sent to the SEN Team. Applications for special school placements will be made at the same time as for any mainstream secondary setting. It is advisable to apply for both special and mainstream places.

Once a decision has been made on which particular school your child will attend, parents and school will be notified. Following this, carefully designed transition will be put in place to ensure this move is as smooth and as successful as possible. We will follow a similar protocol as with the in-year transfer and will also include a relevant member of staff from the receiving school observing your child here at Myrtle Park.

Transition for a child with SEN is very important for reducing stress or anxiety associated with any major change. All parties involved in this transition play a role and staff at Myrtle Park will do everything they can to ensure this is as successful as possible.

## **Support Services**

We make full use of support services to help us provide for children with special needs and to support inclusion for every single child in our school community.

We work closely with the local authority and other providers to agree the range of local services. This might include schools commissioning specialist services directly. Such specialist services include, but are not limited to:

- Child & Adolescent Mental Health Services (CAMHS)
- Educational Psychology Services
- Cognition & Learning Team
- Autism Support
- Services for visually impaired
- Service for the hearing impaired
- Physical & Medical Team
- Social, Emotional and Mental Health Team
- School Nursing Team
- Educational Welfare Officer
- Voluntary Organisations
- Social Services
- Speech and Language Therapy
- Occupational Health
- Physiotherapy
- Child Development Centre

The SENCO and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. We will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

## **Every Child Matters**

We aim to secure for all our children the right to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve social and economic well-being. We aim to provide an environment in which every person in the school community feels valued and included. These outcomes are embraced and embedded in every aspect of school life.

## **Children working at Greater Depth or demonstrating high level of talent**

The school aims to ensure suitable provision and opportunity for this group of learners in whichever areas they demonstrate ability, in line with DFE guidance. The provision will be an integral part of teaching & learning within a culture that is both challenging and enriching.

Within this cohort there will be pupils who are:

- gifted or have very high academic ability in one or more subjects in the curriculum other than in PE and the creative arts;
- talented – ability in PE or the creative arts;
- skilled in a range of subjects both in and out of school.

Teachers are aware children develop at different rates and potential is never fixed. A wide range of strategies are used to identify this group of pupils and teachers aim to set suitable challenges for all pupils. Enrichment opportunities are sought for children to support those with particular talents.



## Myrtle Park Primary School – SEN Range Flow Chart

Teacher identifies additional need, following ½ termly assessments and tracking protocol

Initial Assessment completed by teacher using BSO Baseline Assessment to establish accurate range, within appropriate type of need.

Teacher, SENCO, child and parents, if appropriate, agree next steps

### **RANGE 1**

First Quality Teaching  
Support materials to enhance and further support tailored curriculum.  
May be tracked using Small Steps to demonstrate accurate progress.  
Progress reviewed ½ termly with SLT.

### **RANGE 2**

First Quality Teaching  
May include access to small group bespoke intervention via Learning Centre.  
Support materials to enhance and further support tailored curriculum.  
Tracked using Small Steps to demonstrate accurate progress.  
Progress reviewed ½ termly with SLT.

### **RANGE 3**

First Quality Teaching  
May include access to small group or 1:1 bespoke intervention in Learning Centre.  
Support materials to enhance and further support tailored curriculum.  
Tracked using IEP and in some cases Small Steps.  
IEP reviewed termly with parents and child.  
Progress reviewed ½ termly with SLT.

### **RANGE 4+**

First Quality Teaching  
Access to adult support in classroom\*  
May include access to small group or 1:1 bespoke intervention in Learning Centre  
Support materials to enhance and further support tailored curriculum  
Tracked using IEP and EHCP  
IEP Reviewed termly with parents and child.  
EHCP reviewed annually with child, parents and any relevant external agencies.

\*where appropriate