



PORTFIELDS PRIMARY SCHOOL INCLUSION POLICY

Date	Review Date	Co-ordinator
June 2022	June 2024	Kelly Rae

Inclusion Statement

We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs. We recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs or disabilities.

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 full access to the school curriculum.

Special Educational Needs and Disabilities (SEND) might be an explanation for delayed or slower progress but is not an excuse. We make every effort to narrow the difference 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.

We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between "underachievement" (often caused by a poor early experience of learning) and Special Educational Needs and Disabilities.

- Some pupils in our school may be underachieving but will not necessarily have a Special Educational Need or Disability. It is our responsibility 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). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress 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.

Aims and Objectives of this Policy

The aims of our Inclusion Policy and practice in this school are:

- to provide curriculum access for all
- to secure high levels of achievement for all
- to meet individual needs through a wide range of provision
- to attain high levels of satisfaction and participation from pupils, parents and carers
- to carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, ensuring a multi-professional approach to meeting the needs of all vulnerable learners
- to "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".
(*National Curriculum, 2014*)

The Headteacher and the Governing Body have delegated the responsibility for the ongoing implementation of this policy to the Inclusion Lead.

The Inclusion Lead is responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEND on the ongoing effectiveness of this Inclusion Policy.

The Ethnic Minority Achievement (EMA) Co-ordinator has strategic responsibility for the inclusion of children who have English as an Additional Language (EAL) and the achievement of vulnerable ethnic minority groups.

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

The roles of SENCo, EMA Co-ordinator and Designated Teacher for CLA are incorporated into the Inclusion Lead role.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners through Quality First Teaching. Specifically, all teachers are teachers of pupils with Special Educational Needs and Disabilities and English as an Additional Language. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Inclusion Lead

Kelly Rae

As an inclusive school we do not seek to closely define the Special Educational Needs and Disabilities for which we will make provision. We have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with:

- Dyslexia
- Autistic Spectrum Disorders
- Developmental Co-ordination Disorder (DCD)
- Visual Impairment

SEND Information Report

The headlines covered in our SEND Information Report are outlined below. The full report is available on our website.

- our policy for identifying children with SEND and assessing their needs
- information for parents with regards to concerns they may have about SEND
- support offered by the school for children with SEND
- our arrangements for monitoring and reviewing provision for children with SEND and for involving those children in their own education
- how adaptations are made to the curriculum and learning environment for children with SEND
- how information regarding the progress of SEND children and advice for parents in supporting their children is shared
- how provision is made to support the well-being of children with SEND
- specialist services and expertise accessible to the school from external agencies
- training and ongoing professional development opportunities for staff to support children with SEND
- provision for SEND children to enable them to be fully included in activities outside of the classroom (including school trips)
- accessibility of the school environment for children with SEND
- strategies used by the school to facilitate smooth transitions for SEND children (both entering and leaving the school and also between school years and Key Stages)
- how resources are allocated and matched for children with SEND

Roles and Responsibilities

Inclusion Lead

The Inclusion Lead is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Inclusion Lead 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 (Target Tracker)

- maintenance and analysis of a whole-school provision map for vulnerable learners
- pupil progress meetings with individual teachers
- discussions and consultations with pupils and parents

Special Educational Needs Co-ordinator

Our Special Educational Needs Co-ordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCo is appointed, he/she will gain statutory accreditation within three years of appointment.

The SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for children with SEND
- identifying pupils with Special Educational Needs and Disabilities (including children on School Monitoring, the SEND Register and those with Education Health Care Plans)
- co-ordinating provision for SEND children
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all SEND children
- contributing to the in-service training of staff
- implementing a programme of regular reviews for all children with SEND
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health Care Plan when it is suspected that a pupil may have a need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information at the end of each academic year, between Key Stages and on leaving the school for all SEND children
- monitoring the school's system for ensuring that Assess, Plan, Do Review (ADPR) documents have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all SEND children
- meeting at least termly with each teacher to review objectives for all SEND children in their class who are being tracked on the school's provision map
- liaising and consulting sensitively with parents and families of SEND children, keeping them informed of progress, in conjunction with class teachers
- liaising with other schools and attending SENCo network meetings and training as appropriate
- liaising with the school's SEND Governor, keeping him/her informed of current issues regarding provision for SEND children
- liaising closely with a range of outside agencies to support SEND children

Ethnic Minority Achievement Coordinator

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background
- working collaboratively with teachers to plan for and teach children with EAL as part of mainstream teaching practice
- managing other classroom staff involved in supporting ethnic/linguistic minorities
- overseeing the initial and on-going assessment records on all children with EAL
- liaising with parents of ethnic and linguistic minority children, keeping them informed of progress, in conjunction with class teachers
- meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning
- evaluating regularly the impact and effectiveness of all additional interventions for children from cultural and linguistic minority backgrounds
- overseeing the smooth running of transition arrangements and transfer of information at the end of each academic year, between Key Stages and on leaving the school for all ethnic/linguistic minority
- contributing to the in-service training of staff
- supporting the design and delivery of a culturally inclusive curriculum which reflects the ethnic, cultural and linguistic diversity of the school
- liaising with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for ethnic/linguistic minorities.
- liaising closely with a range of outside agencies to support ethnic & linguistic minority learners
- liaising with other schools and attending EMA Co-ordinator network meetings and training as appropriate

Class teacher

Class Teachers will liaise with the Inclusion Lead to agree:

- which pupils in the class are vulnerable learners
- which pupils in the class require additional support because of SEND
- which pupils are underachieving and need to have their additional interventions monitored on the provision map – but do not necessarily have SEND

Securing good provision and outcomes for all groups of vulnerable learners will be achieved by:

- providing differentiated teaching and learning opportunities, including work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- ensuring there is adequate opportunity for SEND pupils to work on agreed targets which are genuinely "additional to" or "different from" those normally provided
- ensuring effective deployment of resources, including Teaching Assistant support, to maximise outcomes for all groups of vulnerable learners

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 ongoing continuous

professional development. Specific training needs will be identified and met through the appraisal/performance management process.

All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.

Inclusion of pupils 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 is exposed to that language on a regular basis inside or outside of school.

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.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in their first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

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. The following provision can be expected:

- initial assessment of EAL using the NASSEA Steps and the DfE Proficiency in English Scale
- a further assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Differentiated homework will be set to enable EAL pupils to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.

- Additional support for pupils may be given through first language resources & translation facilities, Teaching Assistant support on a 1:1 or small group basis, peer group support, pre-teaching of key concepts and vocabulary.
- Where necessary, catch-up work will be provided for pupils arriving from overseas who have experienced a different curriculum or who may have gaps in their schooling. Where pupils are ahead of their peer group in terms of learning, differentiation will be made in order to access learning at an appropriate level.
- Progress of EAL pupils will be monitored against the NASSEA steps and the DfE Proficiency in English Scale. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the Inclusion Lead. Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEN register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings.

Inclusion of 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 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

There is a statutory requirement for all schools to have a Designated Teacher for Children Looked After.

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

- 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 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 acknowledging the progress they are making

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

Inclusion of pupils who are very able and/or talented

In this section the term 'very able' refers to pupils 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.

Physical talents	sports, games, skilled, dexterity
Visual/performing abilities	dance, movement, drama
Mechanical ingenuity	construction, object assembly (and disassembly), systematic, working solutions
Outstanding leadership	organiser, outstanding team leader, sound judgements
Social awareness	sensitivity, empathy,
Creativity	artistic, musical, linguistic

We uphold 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.

The aims of our school make specific reference to teaching and learning that takes into account the needs of all children. They also identify the commitment to giving all our children every opportunity to achieve the highest of standards. This policy guides the way in which this happens for our very able and/or talented children.

We monitor children closely in EYFS and at Key Stage 1, but we only identify very able and talented children once they are in Key Stage 2.

Identification

Before identifying any child as 'very able' in a particular area, we aim to ensure that all children have had the opportunity to learn and succeed in this area. This makes the identification process fair. Identification of pupils as 'very able' and/or 'talented' is a judgement which applies to the current class/school context and refers to the current level of performance only. This means that 'at this time this child is showing ability in a particular area'. Identification at our school does not necessarily mean that in another school or context the child would be identified.

A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- teacher nomination
- assessment results
- specialist teacher identification
- parental nomination
- peer nomination
- self nomination

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 and we achieve this in a variety of ways when planning for children's learning by providing:

- a common activity that allows the children to respond at their own level
- an enrichment activity that broadens a child's learning in a particular skill or knowledge area
- an individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment
- the opportunity for children to progress through their work at their own rate of learning

Children meet a variety of organisational strategies as they move through the school. Each strategy supports all children in their learning, but gives due regard to the more able and very able learner.

From Year 1 to Year 6 we set targets 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.

Complaints

If you need to raise a complaint with regards to concerns over the provision for your child's SEND need, please read the Complaints Policy and follow the process within this document.