



INCLUSION POLICY

(Version 0.1)

Name of School: Rectory Farm Primary School

Committee/Person(s) Responsible: Inclusion Leader- Mrs. S. Clarke

Distribution: Governors/staff

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1.0	Sept 2016		SH
2.0	Sept 2018		SC
3.0	Sept 2019	Minor changes made	SC

Legislative Compliance

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

- SEND Code of Practice (which takes account of the SEND provisions of the SEND and Disability Act 2001) January 2015
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEND Review 2010 “A Statement is not enough”
- Equality Act 2010
- Education Bill 2011
- Children and Families Act 2014

Educational Inclusion at Rectory Farm

At Rectory Farm we endeavor to achieve maximum inclusion of all children whilst meeting their individual needs. We achieve this by fostering a sense of community and belonging where all children have access to a broad and balanced curriculum tailored to their needs. All children work in an environment where expectations are high and suitable targets are set for all. It is our responsibility 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.

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. Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children’s interests and abilities. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- 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 English 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” and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. We aim to identify 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 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, initially, through additional SEN support funded from the devolved schools budget.

Aims and Objectives of this Policy

The aims of our inclusion policy and practice at Rectory Farm Primary 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, parent 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 outside agencies, to ensure there is 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, 2000).

In agreeing these aims and objectives, the school has taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies: 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2015

“Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.”

National Curriculum 2013

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”

SEND Code Of Practice (2015: Para 1.24)

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that 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.

A child under compulsory school age has special educational needs if they fall within the definition above, or would do so 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.

Stage 1 Well-differentiated, quality first teaching

- All learners will have access to quality first teaching.
- 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.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - plan strategically to meet pupils' identified needs and track their provision
 - audit how well provision matches need
 - recognise gaps in provision
 - highlight repetitive or ineffective use of resources
 - cost provision effectively
 - demonstrate accountability for financial efficiency
 - demonstrate to all staff how support is deployed
 - inform parents, LEA, external agencies and Ofsted about resource deployment
 - focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Stage 1

Children's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, analysis of Foundation Stage data, "A Language in Common" assessment, reading ages, whole-school pupil tracking data and WellComm
- classroom-based assessment and monitoring arrangements. (Cycle of assess, plan, do and review)
- following up parental concerns
- tracking individual children's progress over time, including progress in EAL
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services

- maintaining provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEND support from the school's devolved budget or in receipt of High Needs Funding. This provision map is updated termly through meetings between the teachers and Inclusion Leader.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching
- Delivery of pre and post teach to support transferable skills in the classroom
- Other small group withdrawal
- Individual class support / individual withdrawal
- Bilingual support/access to materials in translation
- Further differentiation of resources,
- Homework/learning support club
- IEP tutorials.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observations by the Inclusion Leader and Senior Leaders.
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis.
- scrutiny of planning.
- teacher interviews with the Inclusion Leader
- informal feedback from all staff.
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress
- attendance records and liaison with family support worker.
- pupil progress meetings between the Head Teacher and Inclusion Leader
- Head Teacher's report to governors

Stage 2 Additional SEN Support

- Pupils will be offered additional SEND 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 2015).

- Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support (but will be on the school's provision map).
- In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.
- It may be decided that a very small number, **but not all** pupils on the SEND list will require an individual education plan to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEND Descriptors published as part of the local offer.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required.

Our approach to IEPs, which we recognise are no longer prescribed in the SEND Code of Practice 2015 is as follows:

- Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- Our IEPs will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our IEPs will be accessible to all those involved in their implementation - pupils should have an understanding and “ownership of the targets”.
- Our IEPs will be based on informed assessment and will include the input of outside agencies,
- Our IEPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our IEPs will be time-limited – a (at least) termly review, there will be an agreed “where to next?”
- Our IEPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our IEPs will specify how often the target(s) will be covered
- Our IEPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an IEP will be arrived at through :
 - discussion between teacher and Inclusion Leader
 - discussion, wherever possible, with parents/carers and pupil
 - discussion with another professional.
- Our IEPs will be reviewed termly by class teachers in consultation with the Inclusion Leader. If appropriate they may be reviewed more frequently. This will be decided upon an individual basis.

Stage 3 Education Health and Care Plan

- Pupils with a Health and Care Plan will have access to all arrangements for pupils on the SEND list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Planand will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEND support using our devolved budget at an earlier stage.
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Further information regarding EHC plans can be found on the Northamptonshire's County Council website for Special Educational Needs at www.northamptonshire.gov.uk/localoffer and impartial, confidential and free information, advice and support about matters relating to Special Educational Needs and Disabilities can also be obtained from the Information Advice Support Service for SEND in Northamptonshire at www.iassnorthants.co.uk.

Additional provision at Rectory Farm

Designated nurture provision

Cherry Tree Class is our nurture room where children with SEMH needs are supported to develop social and emotional skills. Our aim is for these children, having spent a dedicated amount of time in 'Cherry Tree Class', to reintegrate fully into classroom life where they are able to flourish using learnt techniques to overcome previous social and emotional barriers.

Inclusion of pupils with English as an additional language

Definition

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.

Ethos

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.

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 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: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- initial assessment of EAL using QCA 'A Language in Common' to record stage of language acquisition
- a further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language
- pupils will be placed in sets and groups which match their academic ability. Initially this may be in a middle-ability set until the pupil's academic strengths can be more fully assessed. Pupils will not be placed with SEND pupils unless SEND is indicated.
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge. Differentiated homework will be provided to enable the pupil 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 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 both A Language in Common (where below English NC level 2) and against National Curriculum indicators. 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 Leader. 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 and by providing key school information in translated format.

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 (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
- Mrs Sarah Heslop is the designated teacher for Looked After Children. 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. (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.

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 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.

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.

For primary -Based on DFES guidelines, we monitor the children closely in the FS and at KS1, but we only identify very able and talented children once they are in KS2.

Identification

Before identifying any child '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

Each year the school will draw up a register of very able and/or talented children, this list will be kept under review. Provision for very able and/or talented children will be tracked on the school's provision map

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, and we run 'more able groups' in English and mathematics at KS2.

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, in conjunction with our partner schools in the academy, includes opportunities for performance, artists in residence, specialist teaching and partnership with primary and secondary schools.

Access for Disabled Pupils and Adults

Access for disabled pupils and adults has been addressed in line with the Disability Discrimination Act 2001. The school is on one level with no steps. All doors are wide enough for wheelchair access and there is one disabled toilets; a changing mat is available to support any children who require changing facilities.

Visually impaired pupils would have supervision.

Visually impaired visitor's guide dogs are allowed on school premises. A member of staff would be available as guide.

See also: Disability Equality Scheme 17.

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 and by providing key school information in translated format.

SEND list

Pupils will be placed on the school's SEND list 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. This means that they will be typically being supported by an outside agency who will be involved in setting their IEP targets and reviewing these with the school’s Inclusion Manager. Outside agencies may include (but are not limited to) Educational Psychologists, SALT, CAMHS, Occupational Therapists or Physiotherapists.

Under achieving pupils and pupils with EAL who do not have SEND will not be placed on the SEND list. In keeping with all vulnerable learners, intervention for pupils on the SEND list will be identified and tracked using the whole-school provision map.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the Inclusion Manager and senior leaders
- ongoing assessment of progress made by intervention groups
- work sampling on a termly basis
- scrutiny of planning
- teacher interviews with the Inclusion Manager
- informal feedback from all staff
- pupil interviews when setting new IEP targets or reviewing existing targets
- pupil interviews when formulating individual provision maps
- pupil progress tracking using assessment data whole-school processes
- monitoring IEP’s and IEP targets, valuating the impact of IEP’s on pupils’ progress
- monitoring of EAL pupils’ progress against “Language in Common”
- attendance records and liaison with EET
- regular meetings about pupils’ progress between the Inclusion Manager and the Headteacher
- Headteachers’ report to parents and governors.

Partnership with Parents/Carers

Our 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, where necessary, 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 targets. 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
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them
- Self-review their progress and set new targets each term
- (For some pupils with special educational needs) monitor their success at achieving their Individual Education 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.
- A transition timeline will be produced, with specific responsibilities identified.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and counselling if required. Pupils will be included in all "class transition days" to the next phase but may also be offered additional transition visits.
- 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.

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*)

Management of Inclusion within our school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this Inclusion Policy to the inclusion Leader. The Inclusion Leader is responsible for reporting regularly to the Head and the Governor with responsibility for SEND on the ongoing effectiveness of this Inclusion Policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of 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. All staff are regularly included in training sessions to help them develop the skills required to support learners.

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 Headteacher and the governing body will delegate the day to day implementation of this policy to the Inclusion Leader and Family support worker
- 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 (could be devolved to another member of the SLT and SENCO)
 - pupil progress meetings with individual teachers
 - regular meetings with the Inclusion Leader
 - discussions with pupils and parents

Inclusion Leader

In line with the recommendations in the SEN Code of Practice 2015, the Inclusion Leader will oversee the day- to-day operation of this policy 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 SEND 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
- liaising with parents of children with SEND, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with an Education Health and Care Plan
- 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 SEND 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 Individual Education 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 (see section below on Individual Education Plans)
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (school managers will guarantee planning and preparation time for teachers and Inclusion Leader to ensure that these meetings occur).
- liaising sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress.
- attending area Inclusion 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
- manage and update the SEND register on a regular basis throughout the year
- work in close liaison with the Family Support Worker and Nurture Leaders
- If the Inclusion Leader is newly appointed, the National Award for SEND-Co-ordination will be completed within three years of appointment.

English as an Additional Language (EAL)

The Inclusion Leader will oversee the day-to-day operation of this policy in regards to pupils with EAL in the following ways:

- maintenance a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map
- maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds
- 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, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- 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 for Year 6 pupils with EAL.
- 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

- advising on and sourcing bilingual and culturally reflective materials to support children's learning across the curriculum
- advising on and sourcing interpreters and materials in translation to ensure that bilingual parents have equality of access to essential information
- attending EMA Co-ordinator network meetings and training as appropriate
- 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 ethnic & linguistic minority learners.

Class teacher

All teachers are teachers of children with special educational needs and these children are therefore the responsibility of all teachers working within the school. The class teacher's responsibilities include:

- identifying and initially assessing children who are causing any concern within any aspect of their schooling and to record any observations and relate these, if necessary, to the Inclusion Leader
- providing differentiated activities that will enable children to have access to the full curriculum
- liaising with the Inclusion Leader, Headteacher, support staff and parents of children with SEND within their class
- noting any expression of parental concern about a child and informing the Inclusion Leader, if necessary.
- ensuring that pupil's progress is monitored closely and interventions are planned with appropriate staffing and resources to meet the initial needs of the child
- discuss the needs of pupils at progress meetings and on the interim with the Inclusion Leader
- identify pupils who, albeit with extra support and the implementation of specific interventions, are still having challenges with their learning. These pupils' needs will be discussed at a 'Cause for Concern meeting' with the Inclusion Leader
- if pupils require external support from ousted agencies the class teacher will work together with the Inclusion Leader to make a referral to the required agency i.e. Educational Psychologist, community paediatrician, Physiotherapy, Occupational therapy, Speech therapy. Parents will be fully involved at all stages
- teachers will ensure that they are fully supportive of Individual Education Plans (IEPs) which may then be written with the inclusion of targets set by the above professionals
- liaising with the Inclusion Leader and support staff to develop appropriate IEP to implement these plans and to maintain their own records
- reviewing and evaluating IEPs at least three times a year
- supplying information for annual reviews of IEPs and attending annual reviews, whenever possible.

Support Staff

Support staff work with pupils with SEND. Their responsibilities include:

- implementing IEP's, following the directions of the class teacher in liaison with the Inclusion Leader
- maintaining ongoing records of the work completed
- attending training provided by the school and/or local authority, to further professional development
- preparing appropriate resources
- attending annual reviews and IEPs reviews when necessary.

Family Support Worker

Rectory Farm employs a Family Support Worker (Mrs Sam Llewellyn) who works closely with the Inclusion Leader and Senior Leadership team in identifying families who require additional emotional or social support. Sam arranges 1:1 sessions with individual pupils, conducts EHA meetings and offers signposting or referrals to relevant outside agencies deemed suitable to offer support. Sam forms part of the inclusion team alongside the Inclusion Leader, Nurture Leaders and Learning Support worker to monitor and offer specific support for the most vulnerable children.

Nurture Leaders

Rectory Farm has a nurture group (Cherry Tree class) which is lead by Mrs Laura Boswell and Mrs Lindsey Garner. Their responsibilities include:

- monitoring, assessing and evaluating the progress of students' academic, social and emotional learning and well-being using the Boxall profile
- implementing planned activities supporting identified targets
- use specialist teaching skills with students on a 1:1 and small group basis to develop their learning, skills and confidence
- deliver effective and efficient support, advice and training to mainstream colleagues to facilitate inclusive education, meeting statutory responsibilities and raising standards of achievement for SEND/EAL students
- ensure the group information is accurately and regularly updated in the SEND register
- delivering training to colleagues to promote inclusive practices and to aid the effective teaching of SEND students
- acting as a role model of good classroom practice for other teachers, modelling effective strategies
- monitoring and maintain records of teaching, planning and student progress
- ensuring policy and practices are communicated effectively
- maintaining professional awareness of current research and thinking in the education of children with SEND and wider inclusion issues
- undertaking a range of professional development activities in order to extend knowledge, skills and expertise
- developing and maintaining a range of training programmes for delivery to parents/carers and school staff
- communicating effectively with parents to inform and support with their child

Nurture forms part of the inclusion team alongside the FSW, Inclusion Leader and Learning Mentor to monitor and offer specific support for the most vulnerable children.

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and Inclusion Leader then, if unresolved, by the Headteacher. The governor with specific responsibility for SEND/inclusion 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).