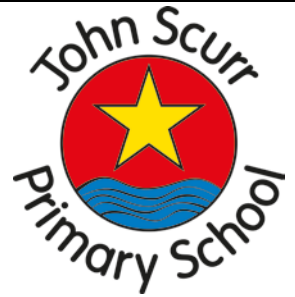


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Inclusion Policy

Reviewed by:	Leadership & Governing Body
Date:	
Review dates:	01/12/2023
Next Review	01/09/2024
Ratified by Governors:	Maria Lewington & Kevin Hinde
Governor Signature: Head Teacher Signature:	<i>Maria Lewington</i> <i>Kevin Hinde</i>



1. Introduction

At John Scurr Primary School, our guiding principle is one of Inclusion. Our aim is to be an inclusive school, which includes being able to support the growth of a wide range of pupils with special needs and disabilities.

We aim to provide Quality First Teaching for all pupils to ensure they achieve their best, become confident individuals and responsible learners. We are committed to the best outcomes for all children, including those with SEND through collaborative planning sessions with all professionals involved with each child.

We recognise that it is the teacher's responsibility to meet the needs of all children in their class through classroom management, appropriate differentiation to meet different learning styles, reasonable adjustments and high quality resources. We seek the highest levels of attainment and achievement for our pupils, including those with SEND.

We aim to vigorously assess and review the learning progress of our pupils. If a pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs. A child must not be regarded as having a learning difficulty solely because the language of home is different from the language in which he or she will be taught. Principles

At John Scurr Primary School, we acknowledge that we are all teachers of children with special educational needs, and that meeting their needs is the concern and responsibility of the whole school.

- We believe the child is at the heart of what we do.
- We value all children in our school equally.
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs and abilities.
- All children are entitled to experience success.
- All children are entitled to have their particular needs recognised and addressed.
- All children should be helped to reach their full potential – we have high expectations for everyone.
- Good special needs practice is good practice for all pupils.
- Additional intervention and support cannot compensate for Quality First Teaching.
- Pupils and their parents/carers know their child best and should be full partners in planning and reviewing support for their child.
- Pupils with SEND have a unique perspective on their own needs and should be central to all decision-making processes about their support.

Aims

- To ensure that we take the views of the child and their family into account when planning and evaluating their SEND provision.
- Parents/Carers should be informed of any concerns at the earliest opportunity. The knowledge, views and experience of parents/carers are vital.

- A child's needs must be identified and assessed as early as possible, so that appropriate strategies can be used to help the child.
- To raise the aspirations of and expectations for all pupils with SEND.
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- To ensure that pupils with SEND engage in all the activities of the school alongside pupils who do not have SEND.
- We will at all times seek to provide a positive environment that values the contribution made by children with special needs and seeks to raise their self esteem.
- This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assess, plan, do and review.

2. Definition of SEND

The SEND Code of Practice (2014) deems a child as having Special Educational Needs when they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

The SEN Code of Practice defines a child of compulsory school age as having a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014)

Special Educational Provision is defined as:

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind (SEN Code of Practice, 2014)

Identification and assessment of pupils with special educational needs
The identification of SEND is built into our overall approach to monitoring the progress and development of all pupils. This allows us to identify pupils who are making less than

expected progress at an early stage. Inadequate progress might be that which:

- is significantly slower than that of their peers starting at the same baseline
- fails to match or better the child's previous rate of progress

- fails to close the attainment gap between the child and their peers
- widens the attainment gap

John Scurr Primary School is aware that a number of factors may impact on a child's progress and attainment, including having English as an additional language, attendance and punctuality, and family circumstances. Therefore, we do not immediately assume that a child has special educational needs.

The first response to inadequate progress is high quality teaching targeted at the child's areas of weakness. Most pupils will have their needs met through Quality First Teaching.

This may include appropriate differentiation of learning tasks, adaptations to the curriculum and learning environment, the provision of additional practical or visual resources, and time-limited interventions. We focus on early intervention to ensure 'gaps' are targeted and intervention is put in place at the earliest opportunity.

Where progress continues to be less than expected, teachers have the opportunity to highlight pupils in their class who may be in need of additional support for their learning during the termly Pupil Progress Meetings. The teacher must provide evidence of differentiation and different approaches to learning. The teacher will then work with the

Inclusion Team to assess whether the child has SEND. The SEN teacher or the Assistant Head teacher for Inclusion will gather information from the pupil, parents and class teacher.

Discussions will be held with the pupil and their parents/carers in order to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Differentiation at John Scurr Primary School

Teachers at John Scurr Primary School have high expectations of all learners which is embedded into their practice. We expect Quality First Teaching complete with appropriate adaptations for children with SEND to access the curriculum. The learning environment should be altered to enable children with SEND access for all learning opportunities along with their peers. Our teachers have a clear understanding of the needs of the SEND pupils in their class and know a range of strategies that can be utilised to support pupils. They are able to draw on the expertise of the Inclusion Team, outreach teachers and professionals from other external agencies for advice as needed.

3. SEND Support and EHCPs

SEND support

When a pupil is identified as having SEND, we take action to remove barriers to learning and put effective special educational needs provision in place – SEND Support. Quality First Teaching remains our first response in relation to the identification of SEND, but we also ensure that the child receives high quality additional support and interventions carefully matched to their needs.

We adopt the graduated approach and four-part cycle of 'assess-plan-do-review' as recommended in the SEN Code of Practice. In successive cycles the SEND Support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes. Where a pupil continues to make less than expected progress despite the school's best efforts, and with the agreement of the child's parents/carers, we will involve appropriate specialists and outreach

services. If a child requires a lot of support from outside agencies as well as extra adult supervision, then a personalised 'Individual SEN planning sheet' will be created. Within this document there will be various advice and strategies and important information about the child to help them make progress. This document outlines the child's strengths, difficulties and how best to support that child. It will be shared with all professionals working with the child.

Some pupils will make accelerated progress and cease to require SEND Support after a period of targeted intervention and these pupils will then be removed from the school's register of SEND pupils by the AH for Inclusion. However, we continue to monitor the progress of such pupils closely to ensure their progress is maintained.

Education, Health and Care Plans

A small number of children with the most complex needs may need the support of an Education, Health and Care Plan (EHC Plan) to enable them to achieve the best possible outcomes. If we believe that a child's needs require provision and resourcing over and above that which we make available to our SEN pupils from delegated funding, we will request that the Local Authority conduct an assessment of the child's education, health and care needs. We will involve the child and their parents/carers at every stage of the assessment process. The Local Authority, having evaluated the needs of the child, will determine which band of funding they will have access to.

At John Scurr Primary School, children with EHC Plans will have an initial 8 week planning meeting and Annual Reviews.

Liaison with external agencies

The AHT for Inclusion initiates contact with external agencies, after consultation with the class teacher and the pupil's parents/carers. Agencies currently consulted by the school include:

- Speech and Language Service
- Support for Learning Service
- Educational Psychology Service
- Social Services
- Education Welfare Service
- School Nurse
- Community Paediatrician
- Physiotherapy
- Occupational Therapy
- Child Adolescent Mental Health Service
- Phoenix Outreach Service
- School Counsellors

Specialists from these agencies may act in an advisory capacity, provide additional specialist assessment, or be involved in teaching a pupil directly.

We currently have a service level agreement (SLS) for a speech and language therapist to support our school for a day each week. Her name is Shereen Tabat.

The AH for Inclusion, the SEN teacher and the Phonics Intervention lead all ensure that the school provides a range of intervention programmes to address the needs of groups of pupils and individual pupils within the school.

Interventions available include:

- Early Words
- Colourful Semantics
- Phonics

Some interventions are delivered by trained Teaching Assistants (TAs) under the direction of the teacher and/or Phase Leaders. Other interventions are delivered by teachers.

The Teaching Assistants work closely with school staff to ensure that we address the needs of our pupils effectively.

Some pupils are supported in class for part of the school day by a teaching assistant in a small group.

These pupils continue to have the same opportunities as their peers for learning in a group with the class teacher and the teacher remains responsible for their progress. TAs understand the need to develop independence in the pupils with whom they work and support is only assigned when it is needed.

Support for pupils with social, emotional and mental health difficulties Some pupils' special educational needs relate to social, emotional or mental health difficulties. Whilst some pupils display their difficulties through challenging or disruptive behaviour, other pupils may become withdrawn or isolated. These difficulties may reflect underlying mental health difficulties such as anxiety or depression. Some pupils may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. We address the needs of these pupils by individual or group interventions, liaising with relevant outreach services and health professionals as appropriate. At John Scurr Primary School, we have a Family Support Worker who works with families in need to provide support and advice on home life. We also have an Achievement

Advocate who provide pupil support to address any underlying social, emotional, mental health issues.

[4. Roles and Responsibilities/ Co-ordination of provision](#)

Provision for pupils with special educational needs is a matter for the school as a whole.

Teachers

- To provide Quality First Teaching for all the pupils in their class
- To provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate
- To be accountable for the progress of all their pupils, including those who receive additional support from teaching assistants and specialist teachers
- To work with the Assistant Headteacher for Inclusion and other leaders to monitor the effectiveness of interventions and the progress made by pupils with SEND

Teaching Assistants

- To work under the instruction and guidance of the teacher to support the delivery of Quality First Teaching and to help raise the standards of achievement for all pupils
- To support pupils on a one to one basis or in groups to enable access to learning in lessons
- To assist the teacher in the management of pupils and the classroom

- To provide quality care for pupils with medical or physical needs

Assistant Headteacher for Inclusion

The Assistant Headteacher oversees the work of the Inclusion team as a whole and sets the vision, strategy and action plans for how the team works together and interacts with the rest of the school. The current post holder is Anna Southcott. The team includes a Special Educational Needs class teacher, a Family Support Worker and an Achievement Advocate.

This role includes:

- Evaluating new causes of concern and identifying appropriate support within the Inclusion team
- Organising and chairing AR meetings
- TA deployment and day to day TA support and development
- Line management of the Inclusion team
- Development and implementation of Inclusion strategy including the priorities of the Inclusion team across the school
- Oversight of pastoral support.
- Oversight of attendance support
- Oversight of Family Support output and strategy
- Oversight of safeguarding systems
- TA and whole school staff professional development and training for Inclusion staff

Inclusion CPD

- Identifying and evaluating needs of pupils alongside class teachers and families
- Overseeing Individual SEN planning sheets and reviewing implementation for children
- Planning and differentiation support for class teachers
- Individual Behaviour Plans
- Year 6 to secondary transitions
- EP referral register and process
- SLT and governor's contact for Inclusion issues and ideas
- Special Educational Needs Teacher

The SEN Class Teacher

- is responsible for co-ordinating the day-to-day provision, within the SEN class (Packam Class at present) of education for identified pupils attending John Scurr School with a diagnosis of ASD/ autistic spectrum or those younger pupils displaying greater communication needs or autistic tendencies.
- working in collaboration with the Assistant Headteacher for Inclusion, school governors and staff to develop a clear strategic direction for SEND
- promoting the inclusion of pupils with SEND in the school community, ensuring they have access to the school's curriculum, facilities and extra-curricular activities
- planning regular meetings with staff to assess, plan for and monitor children's progress
- working with the Assistant Headteacher for Inclusion and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustment and access arrangements
- creating and maintaining records of all children in the Sen class
- liaising with parents/carers of children with special needs through team around the child meetings and annual reviews
- liaising with external agencies, including pre-school settings, secondary schools, educational psychologists, school nurse, speech and language therapists and outreach support staff

- liaising with Teachers and Teaching Assistants about pupils' SEND in order to provide them with advice and support
- arranging staff training and advising colleagues in SEND matters
- keeping up to date with developments in SEND through attending training courses and reading relevant documents.

Governing Body

The school governors have specific responsibility to:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, pupil's needs are made known to all who are likely to teach them. Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Consult the Children's Trust and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

In doing so, Governors will have regard to the Special Educational Needs Code of Practice 2015 and the Disability Rights Code of Practice for schools.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's Inclusion Team.

5. Admissions

If a parent wishes their child to attend John Scurr School we follow the guidance from the borough.

"The Children and Families Act 2014 requires us to consult with the parents preferred school for their views and the LA that maintains the school where appropriate."

Tower Hamlets LA is obliged to comply with parental preference unless:

1. The school is unsuitable for the child's age, ability aptitude, or his/her special educational needs.
2. The attendance of the child at your school would be incompatible with the provision of efficient education for the children with whom he/she would be educated.
3. The attendance of the child at your school would be incompatible with the efficient use of resources.

During the consultation process:

- We will study the child's EHC plan, visit the child for an observation in their educational school setting and have a discussion with the professionals currently working with the child.
- After the visit, we will discuss the child's needs with the Headteacher to evaluate whether John Scurr can meet the needs, considering the 3 points above.
- We will not meet with parents during the consultation period, as there may be a differing opinion and should the parents disagree with our decision during the consultation, it may go to tribunal. Therefore, the borough advises schools not to talk to parents.
- If we are unable to meet the child's needs we will write a letter to SEN section, not the parents.
- If we are able to meet the child's needs, we will respond to the borough and then a transition meeting will be arranged at a later date which includes all professionals and parents.
- We are able to express our professional opinion during the consultation process but we do not ultimately make the decision on whether a SEND child attends John Scurr.
- The SEN section at Tower Hamlets makes the decision as to whether a child attends John Scurr or not. They will also communicate with the parents during the consultation process, not John Scurr Primary School.

6. Specialist provisions and facilities

All teachers in the school are teachers of children with special needs and attend a variety of courses related to special needs issues. John Scurr Primary School has both teaching staff and Teaching Assistants, who are employed to support our children with special needs.

At John Scurr Primary School, we have a class attached to our mainstream classrooms which specifically caters for identified pupils attending John Scurr School with a diagnosis of ASD/ autistic spectrum or those younger pupils displaying greater communication needs or autistic tendencies. Our school has a lift to all floors.

Allocation of resources

John Scurr Primary School has a number of support staff allocated to SEND children. The allocation of support is dependent on the level of the child's need.

The school receives additional funding for pupils with EHC Plans depending on their banding outlined on the EHC Plan.

John Scurr Primary School has special needs equipment for use throughout the school. Part of the school's budget is allocated to this purpose on an annual basis.

Training

Arrangements for training and development of all staff will be co-ordinated by the Assistant Headteacher for Inclusion, supported by the SEN teacher, in conjunction with SLT.

Training for teaching and support staff will be prioritised according to the School according to the School Development Plan and individual needs.

7. Professional development in SEND and Inclusion

Professional development in SEND and Inclusion takes place at three levels:

- Training for all the staff in the school
- Training for a particular group of staff, such as the teaching assistants
- Training for individuals

8. Transition

Advanced planning for pupils in Year 6 is also essential to allow appropriate choices of school to be considered and transition support to be put in place. The Assistant Head for Inclusion will liaise with the SENDCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. The secondary SENDCO will also be invited to the end of year Annual Review for pupils with an EHC Plan.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

John Scurr Primary School also has close links with special schools, especially Phoenix, School. The Outreach support provides advice, monitoring and support for specific children in the school and part-time placements.

Success criteria

The success of the education offered to children with SEND will be judged against the aims set out above. The policy will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy. Specific success criteria for each year are set out in the School Improvement Plan