



Melcombe Primary School Inclusion Policy

Reviewed by: Amira Hegazey

Date adopted: 19th March 2018

Signed D. Charman.....

Date 19/3/2018.....

Dennis Charman
Chair of the Governing Board

Date for Review: 19th March 2020

Introduction

Melcombe Primary School is an inclusive school where all staff believe that inclusion is about engendering a sense of community and belonging and encouraging mainstream and special needs pupils to support each other. Inclusive schools have:

- a. an inclusive ethos;
- b. a broad and balanced curriculum for all pupils;
- c. systems for early identification of barriers to learning and participation;
- d. high expectations and suitable targets for all children.

At Melcombe, we are committed to being a Learning to Learn school. We believe that children's learning is at the heart of everything we do. We believe that learning is continuous, and involves visual, aural and kinaesthetic processes. We believe that high self-esteem, self-confidence and happiness are crucial to successful learning.

We believe that that it is vital to equip our children with the skills to become reflective learners.

What is Inclusion?

Inclusion is about ALL of us

Inclusion is about living full lives - about learning to live together.

Inclusion makes the world our classroom for a full life.

Inclusion treasures diversity and builds community.

Inclusion is about our 'abilities' - our gifts and how to share them.

Inclusion is NOT just a 'disability' issue.

Principles of an inclusive education service

- Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include all pupils.
- With the right training, strategies and support nearly all children with special educational needs can be successfully included in mainstream education.
- An inclusive education service offers excellence and choice and incorporates the views of parents and children.
- The interests of all pupils must be safeguarded.
- Schools, local education authorities and others should actively seek to remove barriers to learning and participation.
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Mainstream education will not always be right for every child all of the time. Equally, just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage.

To be effective the policy must:

- Reflect the whole school practice and ethos {what is happening at Melcombe}
- Be accessible to all

The policy should:

Outline the necessary provision for children with SEN:

- resources
- arrangements made
- allocation of monies
- the arrangements for evaluating and updating the policy
- links to improvement targets

Clearly set out its purpose:

- Who it is written for
- Who will be using it

Explain the identification, assessment and review process:

- Triggers for action
- Stages of Code of Practice
- Provide guidance on SEN management, and what is required of each staff member
- Provision mapping
- Seeking advice
- Informing parents/carers

Give guidance to parents/carers on procedures that are in place if there are issues or concerns to discuss:

- Who should be contacted
- How concerns should be expressed
- How parents/carers will be informed

All of the staff at Melcombe Primary School believe:

- All children have the right to have their needs met.
- That children do not learn in the same way, and the school facilitates their learning through a mixed Kinaesthetic, Aural and Visual, approach.
- Wherever possible the needs of all children should be met in the mainstream school.
- All children are offered a broad, balanced curriculum that is relevant to their needs.
- All children learn in a variety of ways and teaching approaches should reflect this.
- Parents/carers play a vital role in supporting their child's education.
- Children's views on their own education are important and are taken into account.
- All members of the school, parents/carers and outside agencies should work together to support the child.

This policy is to be read in conjunction with the following policies-

- Teaching and Learning,
- Disability and
- Promoting Positive Behaviour.

We believe that the majority of children's needs are met through careful consideration, implementation of school planning and quality first teaching. However, a small proportion of children will need additional educational or emotional support.

This policy details the identification, assessment, provision and review for children with special educational needs.

Definition of Special Educational Needs at Melcombe Primary

At Melcombe we define children with special educational needs as those who have a greater difficulty than the majority of children the same age to access a specific part of the curriculum. This could be due to:

- a difficulty in learning and retaining new skills
- a difficulty in approaching learning with a positive attitude
- a physical disability, which leads to difficulty in accessing parts of the curriculum

Inclusion

Melcombe strives to create a sense of community and belonging for ALL of our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification and intervention where barriers to learning and participation are identified and action is taken.

Assessment and Identification of Special Educational Needs at Melcombe

Triggers for intervention although children are receiving differentiated learning opportunities are:

- the child makes little or no progress even when teaching approaches target an identified area of weakness
- the child shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- the child shows persistent emotional or behavioural difficulties
- the child has sensory or physical problems, and continues to make little or no progress despite the provision of specialist programme and equipment

- the child has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

At Melcombe, intervention is for a child, who, despite a differentiated curriculum and a range of teaching styles:

- is not on track to achieve OR does not achieve their literacy and numeracy targets.
- goes to his Link Class for Time Out more than 3 times a week.
- is placed in detention for emotional and/or social difficulties in the playground more than 3 times a week.
- regularly withdraws him/herself from interaction with others.

However, despite receiving concentrated and targeted support the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional and/or social difficulties which substantially and regularly interfere with the child's own learning or that of the class.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Next Steps

The school will discuss with parents the best ways forward. This will usually involve an outside agency and the school has links with Queensmill Outreach.

Outreach from Jack Tizard, West London Action for Children, as well as Cheyne Child Development Service. Where appropriate a referral to an Educational Psychologist or counsellor may be made.

If professionals agree and there is sufficient evidence a request for an Education Health Plan will be made.

An Education Health & Care Plan (EHC plan) is the way support is planned and provided for children and young people (from birth to twenty five) who have special educational needs (SEN) and need a much higher level of support than good education providers can deliver on their own. The purpose of an EHC plan is to make special educational provision and related health and social care support meet the learning needs of the child or young person, to secure improved outcomes for them in learning, to co-ordinate provision better across education, health and social care and, as they get older, to prepare them better for adulthood. An EHC plan is led by the needs and aspirations of the young person or child and his or her parents or carers working in partnership with practitioners.

Funding From Education, Health and Care Planning Pathway Guidelines

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies. Funding for schools is provided by central government to Local Authorities through the Dedicated Schools Grant. School and academy sixth forms receive an allocation based on a national funding formula.

Schools have an amount referred to as the 'notional SEN budget within their overall budget, it covers around £6000 per pupil with SEN, over and above the core funding. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget.

Key principles underpinning the new legislation are greater involvement of parents/carers in decision-making about a child's/ young person's plan and transparency and accountability for the deployment of resources (notional budget) to support a child or young person achieve specified outcomes using resources detailed in the schools Local Offer.

It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENCO, head teacher and governing body or proprietor should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium.

The tri-borough local authorities are keen to support schools in having a well-resourced Local Offer to meet children's additional learning needs. The approach to

High Needs Funding is based on the premise that the majority of children can have their needs met in mainstream schools from available resources and that provision for the children with complex needs such that they have an Education, Health and Care Plans (EHCPs) will be funded through a relatively small additional Top Up.

The Tri-borough are keen to ensure that mainstream schools are able to provide a robust local offer for children with additional learning needs from resources that are available to support flexible and responsive planning between teachers and parents to address children's predictable learning needs and unless a young person has complex and significant education, health and/or care needs, without the need for a lengthy assessment.

From September 2014 the High Needs Block funding in Element 3 (above £6K and below current level of Statement of SEN (approx.. £9K) will be distributed through a contingency fund managed by nominated HNB reference group members and the LA in response to requests made regarding individual children. The members of the HNB reference group are made up of head teachers from Tri-borough primary and secondary schools.

The Code of Practice at Melcombe

Request for Statutory Assessment/Education Health Care Plan
Evidence collated by Inclusion Co-ordinator – supported by class teacher and additional adults e.g. Educational Psychologist, Speech and Language therapist etc.
Parent/carer and outside agencies work together.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated, and considered along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Do

The class teacher should remain responsible for working with/ overseeing the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge.

Name placed on SEN register so Assess

The SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

Identification of children with high learning potential

The recent report 'Educating the Highly Able' produced by the Sutton Trust (July 2012) recommends 'the confusing and catch-all construct "gifted and talented be abandoned' and suggests the focus, as far as schools are concerned, should be on those capable of excellence in school subjects, which the report terms, 'highly able'.

Potential Plus (formally National Association for Gifted Children) prefers the phrase, 'high learning potential'.

Able and exceptionally able children may display all or any of the following special abilities:

- Leadership skills
- Musical intelligence
- Creativity
- Logical-mathematical intelligence
- Outstanding cognitive ability
- Spatial intelligence
- Physical talent

- Linguistic intelligence
- Artistic talent
- Bodily-kinaesthetic intelligence
- Mechanical ingenuity
- Interpersonal intelligence
- Intrapersonal intelligence

(Ogilvie, 1973) (Gardner, 1983)

The Learning and Teaching Policy reflects current practices at the school, which are linked to meeting the needs of those children identified with a specific ability or talent.

At Melcombe, we can identify children's high learning potential in a variety of ways:

- Teacher observation and assessment
- Information received from previous school/class
- Parental identification/nomination
- Tests – SATs results, Baseline tests, GL tests
- Child survey/nomination

Provision for children with High Learning Potential

Melcombe is committed to a Learning to learn teaching approach, and all aspects of this encourage every child to use active engagement, application, sustained concentration and reflection in their learning.

All children receive a differentiated curriculum, which has set tasks appropriate to their ability and enables them to work towards their set targets. Teaching is based on the four areas of differentiation – outcome, grouping, resources and teaching approach.

In Year 2 and Year 6 groups of higher ability, children are withdrawn for focus teaching in Literacy and Maths. In year 6 a highly skilled volunteer prepares children for level 6 mathematics.

In addition to this, teachers at Melcombe use a variety of techniques and strategies to extend thinking and learning, for all children, as well as those with an identified ability or talent. Some examples of strategies are below:

Higher order questioning – this is an integral part of Melcombe for teachers and children.

Children have opportunities to raise their own questions, while teachers use the Question Bears or Question Tree to raise questions and identify the type of question it is. During assemblies, questions are raised for contemplation and reflection.

Chatter boxing – the teacher asks the class a question and the children have an opportunity to discuss their thoughts in pairs or trios. This promotes shared thinking and discussion, while strengthening memory and recall, explanation and application skills.

Mindmaps – are a visual way of recording and remembering information. It encourages the organisation and categorisation of information, and is effective as a revision tool as well as an on-going piece of work that reflects what the child has learnt.

Problem solving – this is in various aspects of learning; it challenges and extends children's thinking. It encourages children to consider their learning in real life contexts and apply it.

For further details about strategies used at Melcombe, please refer to the Thematic Curriculum Toolkits.

Co-ordination of SEN/High Learning Potential provision

The Inclusion Leader for Melcombe Primary School is Jenny Cox.

She is responsible for:

- overseeing the day to day provision for the children on SEN register
- co-ordinating the assessment procedures for children with SEN
- ensuring that there is liaison with parents and other professionals in respect of children with SEN
- managing special support assistants and SEN professionals involved with the school
- contributing to the CPD of the staff
- ensuring that appropriate paperwork is in place or reports from professionals are shared and filed correctly
- Liaising with external agencies including the LEA, educational psychology services, health and social services and other voluntary bodies
- establishing, maintaining and monitoring a special abilities register
- liaising with parents/carers
- sharing good practice and ideas with staff
- liaising with subject leaders to updating resources
- maintain a summary list of High Learning Potential projects the school has been involved with
- identifying staff INSET needs

The involvement of the School Governors.

Melcombe Governing Body elects a SEN Governor, who liaises with the INCLUSION leader and Head Teacher on matters of special educational needs. The SEN Governor meets with the INCLUSION Leader once a term.

The governing body must:

- do its best to ensure that the necessary provision is made for all children with special educational needs
- appoint a governor with specific responsibility for overseeing Melcombe's arrangements and provision for children with SEND
- work with the Head Teacher and INCLUSION LEADER to determine Melcombe's policy and approach to meeting SEND
- ensure that all staff are aware of the importance of identifying and providing for children with special educational needs
- ensure that children with special educational needs join in the activities of the school so far as is reasonably practical and compatible with the learning needs of the child and the resources available
- report to parents/carers on the implementation of the SEN Policy every year
- ensure parents/carers are notified of a decision by the school that SEND provision is being made for their child
- ensure that SEN provision is an integral part of the school development plan

The Governor with responsibility for SEND is Dennis Charman.

The governor with responsibility for Safeguarding is Liberty Sandeman.

Admissions

- Provision for children with SEN is a matter for the school as a whole
- We welcome all children to Melcombe and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Pupils with statements and disabilities are admitted into school and fully integrated, unless it would be incompatible with the efficient education of the other children, and there are no reasonable steps that can be taken to prevent the incompatibility.