



Henry Bloom Noble Primary School Inclusion Policy



Rationale

We believe that all children, including those identified as having additional needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life.





We believe that inclusion is about equal opportunities for all learners, whatever their age, disability, gender, ethnicity, religion or faith and sexual orientation.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe in both early identification and early intervention. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

Aims

-  To provide all children with opportunities to develop each child's potential through engagement in their learning environment.
-  To identify children who appear to have specific difficulties and endeavour to meet their individual needs within the school setting.

Objectives

-  To assess and individually target the needs of the identified children.
-  To set targets relevant to the child's needs.
-  To support and monitor progress of identified children with a view to accessing the broadest curriculum.
-  To maintain a positive relationship between staff, pupils, home, school and other agencies involved to help to meet a child's needs.

Definitions

Complex Needs

Children with complex needs in more than one area of development may require a bespoke timetable where they may access both the Specialist Provision Centre (SPC) and/or mainstream. Some children with Complex needs require a full time SPC placement.

Special Educational Needs

Children have special educational needs if an area of learning calls for provision or assistance to be made for them to access their learning.

Learning Difficulty

Children have a learning difficulty if they have greater difficulty in learning than the majority of children the same age.

Above Age Expected

Children who consistently achieve above expected standards for their age.



Identification Guidelines and Process

- 🦋 The class teacher must make an identification of a child with SEN using assessment guidelines, using both formative and summative assessment.
- 🦋 The SENCo will review the SEN register during/following pupil progress meetings; at this time children can be removed from, added or altered on the SEN register.
- 🦋 At the beginning of each academic year every child on the SEN register must have a front sheet completed so that parents are aware and in agreement that their child may be receiving additional support.
- 🦋 The parent must give consent for inclusion on the register by signing this front sheet.
- 🦋 If a parent will not consent a note of concern must be kept on file.
- 🦋 Pupils who identified as having complex needs will have an Individual Education Plan (IEP) which is shared and agreed with parents in the Autumn and Spring Term.
- 🦋 Provision Maps will also be completed for formal group target work.
- 🦋 Children must not be regarded as having a learning difficulty solely because of their language spoken at home.

Referrals

Referrals can be made to the SENCo via email to enable the SENCo to keep an electronic record.

Referrals for pupils in the Specialist Provision Centre will be made through the SPC Manager.

If the referrals are due to SEBD concerns, an SDQ need to be completed.

Intervention

There are currently four levels of intervention:

Universal (Record of Concern):

This would be an initial concern about specific aspects of the child's learning, which would be shared with parents and monitored by the teacher (2 sub levels below NC and/or no progress had been made within two consecutive terms).

Additional Support: (School Action):

An individual programme must be delivered in addition to or instead of parts of the School Curriculum. The class teacher sets targets and there, may be some intervention from the SENCo to assess further and address additional or more specific needs (3 sub levels below NC and/or no progress had been made within two consecutive terms).

Additional Support Plus (School Action Plus):

An individual programme must be delivered instead of parts or all of the School Curriculum. The SENCo and Special Needs Support Services will monitor the child's programme and targets (4 sub levels below NC and/or no progress had been made within two consecutive terms and specialised interventions needed, such as, SALT, OT, ECP, CAMHs etc).



Complex Needs (Higher Level Needs):

An individual programme must be delivered instead of parts or all of the School Curriculum. In addition to school-based support, the SENCo will, with the support of Special Needs Support Services, monitor the child's progress and targets. There will be multidisciplinary review for children where appropriate (5 sub levels below NC and/or no progress had been made within two consecutive terms, and specialised interventions needed, such as, SALT, OT, EP etc).

Complex Needs (Specialist Provision Centre):

Pupils will follow a bespoke education plan and curriculum pathway appropriate to their individual needs. The SPC manager with the support of other agencies will monitor the child's progress. There will be multidisciplinary review for children where appropriate.

Targets

- 🦋 Targets must meet the following criteria:
 - **Objective** – clear and capable of only one interpretation
 - **Age and Stage Appropriate** – tasks should be presented in such a way that would be suitable for a child of that age
 - **Developmentally appropriate** – at a level of difficulty that is reasonably achievable by the child
 - **Functional** – must be useful to the child and form part of a group of essential skills
 - **Parents** – parents must show awareness of the child's targets
 - **Time related** – targets should be completed within a reasonable time frame

Assessment

- 🦋 Children on the SEN register will undertake assessments where applicable.
- 🦋 The SENCo, the SPC Manager and the Pastoral Teacher will carry out additional assessments as required.
- 🦋 The SENCo may refer these to Education Advice and Support with written parental permission.
- 🦋 Pupils who attend our SPC will be monitored using the Evisense App which links to Connecting Steps (an inclusive assessment software tool for pupils with Complex Needs)

Record Keeping

- 🦋 Each class has an SEN file that will contain front sheets, current IEPs and Provision Maps, relevant information.
- 🦋 Within our SPC pupils have individual files. These files are kept in the SPC Manager's office.
- 🦋 All files must be clearly labelled and kept confidential.
- 🦋 This file must be kept in the school office so that the SENCo / Headteacher can have access at any time.
- 🦋 The Class Teacher should complete all information on front sheets, after the pupil progress meetings held in summer or Autumn Term.
- 🦋 Pupils who attend Bloom Room provision, an SDQ will be completed to identify areas of need at the beginning and end of interventions.
- 🦋 In mainstream the class teacher should have all front sheets signed by a parent/guardian. If there are problems getting the front sheets signed, please speak to the SENCo.



Parental Communication

- 🦋 Full communication with the parents of children identified with SEN is essential.
- 🦋 Parents will be given the opportunity to discuss their child's targets with the Class Teacher and/or SENCo, SPC Manager and/or Pastoral Teacher during the parents' meetings
- 🦋 If a parent fails to come to an agreed appointment, a phone call will be made and an alternative time offered.

SEN Reviews (Complex Needs)

- 🦋 School based reviews will be held as and when needed. This will include the Headteacher (when necessary or appropriate), the SENCo/SPC Manager, Parents/Guardians and class teacher.
- 🦋 Meeting may also include other professionals where relevant including ECP, SALT, OT, CAMHs

Responsibilities

Role of the Class Teacher

- 🦋 To identify children with SEN.
- 🦋 To complete all paperwork in line with the Inclusion Policy.
- 🦋 To liaise with SENCo/SPC Manager or Pastoral Teacher and support staff to ensure provision and assessment is appropriate.

Role of the SENCo

- 🦋 To ensure the implementation of the Inclusion policy.
- 🦋 To facilitate provisions deemed necessary for children with SEN.
- 🦋 To support teaching staff in the identification of SEN.
- 🦋 To co-ordinate allocated support staff in mainstream.
- 🦋 To monitor individual development programmes and record keeping.
- 🦋 To liaise with department, outside support staff and agencies as appropriate.
- 🦋 To liaise with pre school agencies and other schools when necessary.
- 🦋 To participate in training relevant to SEN and give feedback to relevant staff.
- 🦋 To advise and support colleagues with target setting and developing Individual Education Plans.

Role of SPC Manager

- 🦋 To ensure the implementation of the Inclusion policy.
- 🦋 To facilitate provision within the SPC and pupil's who have joint provision timetables accessing mainstream.
- 🦋 To support teaching staff and SESOs in the planning and delivery of appropriate programmes.
- 🦋 To co-ordinate SPC support staff in facilitating mainstream timetables.
- 🦋 To monitor individual development programmes and record keeping.
- 🦋 To liaise with department, outside support staff and agencies as appropriate.



- 🦋 To liaise with pre school agencies, SPCs and other schools when necessary.
- 🦋 To participate in training relevant to SEN and give feedback to relevant staff.
- 🦋 To advise and support colleagues with target setting and developing Individual Education Plans.

Role of Pastoral Teacher

- 🦋 To ensure the implementation of the Inclusion policy.
- 🦋 To support staff in identifying emotional needs of pupils.
- 🦋 To offer interventions based on nurturing principles.
- 🦋 To lead 1-1 and small group interventions to support well being.
- 🦋 To lead whole class interventions where appropriate.
- 🦋 To provide Listening service and playtime support.
- 🦋 To monitor programmes and keep records.
- 🦋 To liaise with outside agencies and other schools.
- 🦋 To participate in training and give feedback to relevant staff.

Role of the Head Teacher

- 🦋 To ensure that the Inclusion policy is implemented and reviewed.

SEN Timeline for Staff

Every Term:

- 🦋 Data to be inputted each term.
- 🦋 Pupil Progress Meetings to take place termly.
- 🦋 Parents' evenings to take place in the Autumn and Spring Term. A Summer term meeting can be requested where needed.
- 🦋 Following Pupil Progress Meetings the SENCo will update the SEN register for mainstream pupils.

Summer Term 1

- 🦋 Reception teachers to meet with the SENCo to identify children that may need to be added to the SEN register and to liaise with parents.
- 🦋 SENCO to meet with Year 6 staff to make arrangements for transition for Year 7.

Summer Term 2

- 🦋 Transition reviews for Year 7.
- 🦋 Group Target Provision maps and IEP's for September to be completed and to ensure targets in place and a smooth transition to the next academic year group.
- 🦋 Relationship Plans to be completed and passed to next teacher.
- 🦋 Internal transition meetings between current and next year teacher.
- 🦋 End of KS SEN Reviews for Year 6 and Year 2 children identified as Complex Needs (reviews to include include professionals where relevant and possible)

Agreed: October 2024 Next review: October 2025