



Barrow Hedges Primary School

Inclusion

01 September 2019

Other policies linked to this policy :

- 1 : [Annex to Safeguarding and Child Protection Policy - Barrow Hedges Primary School](#)
- 2 : [Keeping Children Safe in Education \(Part 1 and Annex A\)](#)
- 3 : [Safeguarding and Child Protection](#)
- 4 : [Safer Recruitment](#)
- 5 : [Curriculum](#)
- 6 : [Public Sector Equality Duty](#)

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1. Introduction

This policy provides information regarding the school's vision, values and provision to ensure inclusion is achieved at Barrow Hedges Primary School. This encapsulates information previously found in the policies below:

- Special Educational Needs policy
- Pupil Premium policy
- Gifted & Talented policy
- English as an Additional Language policy
- Looked After Children policy
- Equality and Diversity Policy

Sections and page numbers are provided in section 4 for quick reference to information relating to each of the above areas.

2. Vision Statement

At Barrow Hedges Primary School we pride ourselves on being an inclusive school. It is essential for us that we make adaptations in order to facilitate learning and progress for **all** pupils rather than them having to accommodate us and our approach. **Every pupil** is the responsibility of every adult working in the school, thus enabling each child to 'Believe to Achieve'. Our staff and children are expected to promote a positive understanding of difference and diversity so that it can be celebrated.

3. What is Inclusion?

At Barrow Hedges Primary School we have adopted the definition below from The Association of Head Teachers (2003) which is also supported by Warnock (2005):

*"Inclusion is a process that maximises the entitlement of all pupils to a broad, relevant and stimulating curriculum, which is delivered in the environment that will have the greatest impact on their learning. All schools, whether special or mainstream, should reflect a culture in which **the institution adapts to meet the needs of its pupils** and is provided with the resources to enable this to happen".*

We believe that this best illustrates our school's commitment to delivering inclusive education for all pupils.

4. Who does Inclusion relate to?

In essence, inclusion is a term that facilitates all pupils, regardless of their level of need or support requirement. This means that this policy relates to every pupil at Barrow Hedges Primary School. However, there are key social groups for whom inclusion is highly relevant, including:

- Children with Special Educational Needs and/or Disabilities (SEND) – See section 7, page 3.
- Children who are in receipt of Pupil Premium funding (PP) – See section 8, page 4.
- Children who are identified as being Gifted & Talented (G&T) – See section 9, page 6.
- Children for whom English is an Additional Language (EAL) – See section 10, page 6.
- Children who are living in care: Looked After Children (LAC) – See section 11, page 7.

5. Admissions

When the school receives admission or consultation papers related to a new pupil, liaison will take place between the Head Teacher and the Inclusion Leader, along with any other relevant stakeholders such as governors, and decisions will be made and explained.

Any decisions related to the admission of any pupil to Barrow Hedges Primary School will be made with the interests of the child and their peers in mind. Barrow Hedges Primary School does not discriminate in any way; in fact, difference is celebrated at the school.

6. Key Responsibilities

a) Every member of staff and all governors will:

- Promote the school's inclusive vision and values.
- Contribute to the creation of an inclusive learning environment and the delivery of stimulating and inclusive teaching and learning for **all** pupils.
- Have regard for and adhere to the SEND Code of Practice and other key legislation.

b) Class Teachers will:

- Take overall responsibility for the progress of **all** pupils in their class, including adaptations that must be made to ensure inclusion is achieved.
- Ensure that children contribute to the creation and review of their own provision.
- Ensure that liaison with parents/carers is effective and provides them with the opportunity to contribute their own ideas on how provision is devised for their children.
- Seek support from other staff members where necessary.

c) The Inclusion Leader will:

- Fulfil the role of Special Educational Needs Coordinator (SENCO), Designated Teacher (for Looked After Children), Teaching Assistant Manager, Designated Safeguarding Lead Officer (DSL) and oversee and support others coordinating other areas of Inclusion.
- Monitor progress and provisional arrangements for all pupils and investigate any concerns promptly.
- Actively respond to concerns raised by any stakeholder (parents/carers, staff members, external agencies, etc.) regarding a child's progress.
- Provide advice for staff and model good inclusive practice when required.
- Ensure that the Head Teacher, other Senior Leaders and the Governing Body are informed on all of the above as and when appropriate.
- Support other specific subject leaders such as the EAL Leader and the Deputy SENCO.

d) Middle Leaders will:

- Monitor progress and provisional arrangements for all pupils, including those who are identified as belonging to these groups, within their subject.
- Actively respond to concerns raised by any stakeholder (parents/carers, staff members, external agencies, etc.) regarding a child's progress, when this concern relates to their role.
- Provide advice for staff and model good practice when required.
- Seek support from the Inclusion Leader when needed.
- Ensure that the Head Teacher, other Senior Leaders and the Governing Body are informed on all of the above as and when appropriate.

e) The Head Teacher will:

- Ensure that they are aware of developments and issues relating to inclusion at all times via updates from the Inclusion Leader and other staff.
- Monitor progress and objectively challenge the Inclusion Leader and other staff regarding the progress of all pupils, including those with special educational needs and/or disabilities, and those described in section 3 as well as the wider school community.
- Hold the Inclusion Leader and other staff accountable for the progress and wellbeing of the pupils described in section 3, as well as the wider school community.

f) The Inclusion Link Governor will:

- Act as a conduit between Inclusion Leader and Governing Body.
- Request appropriate information from the Inclusion Leader and other staff members in order to monitor progress and provisional arrangements of pupils described in section 3 and the wider community of children.
- Provide feedback and support to the Inclusion Leader and other staff members related to Inclusion.

g) Parents/Carers will:

- Alert the school of any concerns they may have about their child's progress.
- Inform the school of any external agency involvement.
- Liaise closely with the school, via the correct channels, to promote their child's progress.

7. Pupils with Special Educational Needs and/or Disabilities (SEND)

a) Definition of SEND

The Special Educational Needs and/or Disabilities Code of Practice (updated January 2015) define SEND in the following way:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her...a child of compulsory school age or a young person has 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".

(xiii and xiv of SEND Code of Practice, Page 15)

For further information, including a list of 'types of SEND', please see the Code of Practice (2015) with which the school is fully compliant. You can access this by following the link below:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

b) Identification of SEND

Any parent/carer or member of staff can raise a concern related to a pupil's progress or needs and this should be done in consultation with the pupil's Class Teacher and the Inclusion Leader when required. The process for identification at Barrow Hedges Primary School is provided within appendix 1. However, this process is flexible; for example, should parents/carers prefer to advance their concern directly to the Inclusion Leader or another member of the Senior Leadership Team then this is completely appropriate.

If a pupil is added to the SEND register they will be listed at SEN Support level unless they have a statement for SEN or an Education Health and Care Plan (EHCP).

c) Statements and Education Health and Care Plans (EHCPs)

Any parent/carer or other stakeholder is entitled to request statutory assessment for an Education Health and Care Plan (formerly statement) and this can be done by contacting the SEND team of the Local Authority they live in. For Sutton residents, this can be done by visiting the following web page: www.sutton.gov.uk/info/200326/special_educational_needs_and_disability_send. However, it is advisable that concerns are shared with the school before reaching this stage.

Further information regarding Education Health and Care Plans is available on the school's SEND Information Report that can be found on the school's website.

d) Provisional Arrangements for Pupils with Special Educational Needs and/or Disabilities

Barrow Hedges Primary School prides itself on delivering highly tailored provision that considers all pupils' individual needs. This means adapting practice regularly in order to ensure the most effective approach is adopted. Current provisional information for SEND can be found on the school's SEND Information Report on the website. This document is reviewed and updated regularly (so is a more appropriate place for current arrangements than this document).

8. Children in Receipt of Pupil Premium Funding

a) Introduction

Pupil Premium funding is allocated by local authorities, or the DfE, to schools and academies with pupils between the Foundation Stage and Year 6, on roll in January of each year, that are known to have been eligible for free school meals (FSM) at any time in the last six years. Each of these pupils has attracted an amount of money for each financial year since they have been registered. This amount has changed significantly over the past few years. For details relating to current and previous designated amounts, and other recent information related to Pupil Premium, please use the link below.

<https://www.gov.uk/government/publications/pupil-premium-2015-to-2016-allocations/pupil-premium-2015-to-2016-conditions-of-grant>

Schools have the freedom to spend the premium, which is additional to their underlying budget, in a way they think will best support raising achievement of funded pupils in comparison with their non-Pupil Premium peers within the school and nationally, whatever their academic starting point and potential.

b) Identification

In order to ensure that any children eligible for Pupil Premium are identified, the school will communicate regularly with parents/carers to request they apply for the additional funding as it is not something schools are able to do themselves. The process of applying for this funding differs across boroughs and is regularly reviewed and adapted. For the latest information on how to apply for the funding for Sutton residents, please follow the link below:

https://www.sutton.gov.uk/info/200468/housing_benefit_and_council_tax/1288/pupil_premium_and_free_school_meals/2

c) Key Principles

- The Inclusion Leader will be responsible for Pupil Premium provision, with specific delegated responsibilities taken by members of the Senior Leadership Team or wider school staff (e.g. English and Maths provision, welfare and inclusion support).
- The school will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, the school recognise that not all pupils who receive, or have previously received free school meals will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered, or have been registered for Free School Meals, so we ensure that entitled parents and carers are supported sensitively in applying for the meals, but also therefore the additional funding.
- Pupil Premium funding will be allocated to those pupils who are eligible, including proportional funding of strategies accessed by Pupil Premium and non-Pupil Premium alike.
- The majority of our work through the Pupil Premium will be aimed at accelerating children's progress in Reading, Writing and Maths so that they make at least good progress from their starting points.

- The school will also use Pupil Premium in areas where eligible pupils show a particular aptitude, but where the parents' financial circumstances prevent them from accessing specialist coaching or instruction.
- The Pupil Premium will be allocated to a series of interventions grouped progressively, the ultimate outcome of which will be that the pupils will achieve their academic and personal potential.
- Funded intervention will include pastoral support where appropriate, e.g. attendance support, family liaison, development of social skills.
- Additional provision for SEND pupils will be funded through a combination of any SEND funding and their Pupil Premium allocation where applicable.
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence.
- We will involve the widest possible group of appropriate stakeholders, especially members of the staff team, the Governing Body, pupils and their families, in making suggestions about Pupil Premium strategies and evaluating their outcomes.
- We will liaise with the Local Authority's Virtual Head Teacher where needed in deciding how to spend Pupil Premium funding.
- In recognising the value of the wider curriculum and memorable learning experiences, we aim to ensure that all pupils take part in the extra curricular activities offered. However, in view of our prioritisation of achievement in the core subjects, it would not be appropriate to devote all of a child's pupil premium expenditure to the wider curriculum, for example, to after school clubs and residential visits. We therefore encourage parents to contact the school in the event of experiencing difficulties in paying for these.
- The school may be able to assist a parent in paying for a residential visit and we recognise that every case is different. Sensitivity, discretion and confidentiality will be upheld in such matters. Where possible, priority is given to the Year 6 residential so that we are upholding our mission and guiding principles.

d) Provision

The Senior Leadership Team will consider evidence from a variety of sources, including: school's own data, external evaluative material such as the Education Endowment Foundation Teaching and Learning Toolkit, OFSTED Case Studies and visits to other settings, when choosing which of the following approaches or interventions will be appropriate for a particular group of Pupil Premium students, or an individual student. Some examples of provisional arrangements are listed below but this list is not exhaustive:

- Additional Booster Groups and Interventions led by Teaching Assistants.
- Additional small group teaching from senior leaders and other teachers.
- Additional cover for Class Teachers to allow more individualised planning for pupils.
- Financial support, where appropriate, for extracurricular activities/residential trips.
- Contribution towards employing Emotional Literacy Support Assistants (ELSA) who run regular interventions for many pupils including those in receipt of Pupil Premium.
- Contribution towards a Pupil Premium Learning Mentor.
- Additional curriculum resources
- Free School Milk for pupils in receipt of Pupil Premium.
- Individual adaptations to learning environments/arrangements.
- Training courses for staff responsible for allocating and adapting provision.

An updated description of provisional arrangements for children in receipt of Pupil Premium is available by viewing our Pupil Premium Strategy and Allocation map, which is available on the school website.

e) Reporting

It will be the responsibility of the Inclusion Leader to produce annual Pupil Premium reports for the Governing Body and for publication on the school's website to enable the wider community to view. The report will include the following:

- An account of the progress made towards closing the gaps for pupils in receipt of Pupil Premium funding.
- An outline of any changes to provision that have been made since the last meeting;
- An evaluation of the cost effectiveness, in terms of progress made by the students receiving a particular provision, when compared with other forms of support (using attendance, attitude to learning and academic measures depending on the intervention).

The Governing Body and its committees will share responsibility with the Senior Leadership Team for evaluating and improving the interventions used to close the achievement gap through Pupil Premium funding.

9. Children who have been identified as Gifted and/or Talented

In order to provide a fully inclusive curriculum and environment, consideration must be given to the most able, gifted and talented children, giving them opportunities to extend their thinking, skills and knowledge.

a) Definition of Gifted & Talented

At Barrow Hedges Primary School, a child is defined as 'gifted' if they have the capability to make exceptional progress in one or more academic subject, including Reading, Writing, Maths, Science, History, Geography or French. A child who is defined as 'talented' will have the capability to make exceptional progress in a practical subject, including art, music and Physical Education.

b) Identification of Gifted & Talented

Children will be identified as 'gifted' or 'talented' by their Class Teacher, or by other adults who teach particular subjects, for example music or physical education. A range of strategies is used for identifying a child who falls into this category, including classroom behaviour, test scores and teacher assessment. In order to recognise that a child is 'gifted' or 'talented', as opposed to more able, teachers will use and highlight a subject relevant 'triggers' sheet and refer the child to the Gifted and Talented Leader. In consultation with the Inclusion leader, and relevant subject leaders, the Gifted & Talented Leader will decide whether the child will be added to the Gifted and Talented Register.

c) Provisional Arrangements for Gifted & Talented

Once a child has been identified as 'gifted' or 'talented', the Gifted & Talented Leader will consult with the Inclusion Leader and the Class Teacher about the specific needs of this child. They will then consider, using a range of research, what extra provision will be provided for this child. This may include provision in class, relevant interventions or extra-curricular activities.

d) Monitoring and Evaluation

The Gifted and Talented Leader is responsible for monitoring the individual work of the Class Teachers in providing for the Gifted and Talented pupils across the school. The Leader will provide resources and advice where necessary and will monitor the use of differentiation, extension activities and feedback.

The Leader will also monitor the attitudes and opinions of pupils and parents toward Gifted and Talented provision, and will attempt to increase awareness of the above differentiation and enhancement activities provided.

10. Children for whom English is an Additional Language

a) Definition of English is an Additional Language

A pupil's first language is defined as any language other than English that a child was exposed to during early development and/or continues to be exposed to in the home or community. If a child was exposed to more than one language (which may include English) during early development, a

language other than English should be recorded, irrespective of the child's proficiency in English.

b) Identification of Children for Whom English is an Additional Language

A pupil may be identified as being EAL originally by their parents during the admissions process. This will include information such as their home language, country of birth, previous schooling and arrival date in UK. A pupil can also be identified as potentially being EAL by a Class Teacher or other adults working with the child. This will be followed by a discussion with parents and the child will be added to the EAL Register.

c) Provisional Arrangements for Children for Whom English is an Additional Language

The school will provide:

- A welcoming environment where displays and posters reflect the different languages and cultures of our children.
- The whole school will create an ethos of celebration of different cultures through events such as Multicultural Day and Black History Month.
- A whole school staff that promotes multicultural awareness and acceptance.

In class:

- Teachers' planning meets the needs of all EAL pupils in their class, where it takes account of the linguistic, cultural and religious backgrounds of families.
- Teachers plan with their Teaching Assistant on how to support children in groups.
- Teachers have high expectations of all children with EAL.
- Enhanced opportunities are provided for speaking and listening across the curriculum, including both process and presentational talk. Pupils have access to effective staff and peer models of spoken language.
- Additional verbal support is provided, e.g. repetition, modelling, peer support.
- Additional visual support is provided, e.g. posters, pictures, demonstration, use of gestures.
- Teachers provide a welcoming environment that reflects the different languages and cultures in their class through multicultural displays, signs/labels and posters in different languages.
- Teachers will create an ethos of celebration through 'Language of the Week' and celebrating different festivals using multicultural resources.

d) Monitoring and Evaluation

The EAL Leader is responsible for tracking the progress and attainment of EAL children by analysing the data collected by Class Teachers at the end of each term. The EAL Leader will then feedback this information to staff and will provide resources and advice where necessary and will monitor the use of differentiation, activities and feedback. If necessary, the EAL Leader may contact outside sources to arrange specialist EAL teachers to come in and work with groups of children.

11. Looked After Children

a) Definition of Looked After Children

The definition of looked-after children (children in care) is found in the Children Act 1989 and remains suitable for its purpose:

"A child is looked after by a local authority if a court has granted a care order to place a child in care, or a council's children's services department has cared for the child for more than 24 hours".

Children who have been formally adopted are not considered as Looked After Children; however, some of the provisional arrangements for them may be similar.

b) Key Principles

- The Inclusion Leader (also Designated Teacher) will coordinate all Personal Education Plan meetings and other meetings with external services such as the Virtual School or Social Services.
- Additional Pupil Premium funding will be applied for, where appropriate, from the Virtual School. Arrangements for doing this differ between Local Authorities.
- Provisional arrangements for Looked After Children are similar to those of all other pupils but if/when sensitive situations arise, they will be handled discretely and supportively.

12. Review of this policy

This policy will be reviewed annually in the light of any statutory or advisory changes (e.g. OFSTED Reports, changes in legislation, etc.).

13. References

Association of Teachers and Lecturers.(ATL) (2013) 'Adding Values'. In *ATL Report: October 2013*. London: ATL.

Department for Education (DfE) (2013) *Draft Special Educational Needs Code of Practice for 0-25 Years: Statutory Guidance for Organisations who work with and support Children and Young People with Special Educational Needs*. Available at: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251839/Draft_SEN_Code_of_Practice_-_statutory_guidance.pdf (Accessed: 23 February 2016).

Warnock, M. (2005) cited in: Terzi, L. (2010) *Special Educational Needs: A New Look*. London: Continuum.

Appendix 1: SEND Identification Flow Chart (Barrow Hedges Primary School)

