



Markyate Village School and Nursery

Inclusion Policy 2023

<u>Staff Responsible for Review</u>	<u>Date of review</u>
Head Teacher SENCo	3 rd February 2023
<u>Governors Responsible for Review</u>	<u>Date discussed with staff</u>
T&L Committee	6 th February 2023
<u>Date of Adoption in Governor Minutes</u>	<u>Date of Next Meeting</u>
23 rd March 2023	

<u>Record of Review and Amendments</u>	
<u>Date</u>	<u>Brief Details of Changes</u>
05.02.23	Page 7: removal of Gifted and Talented Section 7
05.02.23	Page 6 & 7: Addition of Linked Policies Section 9

1. Introduction and General Principles

This policy aims to set out Markyate Village School and Nursery's rationale, principles and practice for Inclusive Provision. It is expected that members of the school community will have a clear understanding of their roles and responsibilities in meeting the need of all of our pupils within a safe, supportive and inclusive culture.

Markyate School is committed to providing an appropriate and high-quality education, within a broad and balanced curriculum. All children will be equally valued and we strive to develop cultures, policies and practices that include all learners. Inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

At Markyate we aim to:

- identify children with SEND as early as possible
plan and deliver an appropriate programme of learning which increases the pupil's access to the curriculum
- ensure suitable resources are available within the limits of the school SEND budget, and to seek further funding and support from the LEA where the need arises

- build effective partnerships with parents/carers, the LEA and outside agencies

We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs and making every effort for all children to achieve their full potential.

2. Definition of SEND

We strive to make a clear distinction between “underachievement” and special educational needs.

Our definition of SEND is in line with the Code of Practice - ‘a pupil has SEND where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age.’

Pupils with SEND are identified according to the criteria of the SEND Code of Practice. The Code details four broad categories of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

We also consider what is not SEND but may still impact on progress and attainment. For example:

- attendance and punctuality
- health and welfare
- English as an additional language
- being a disadvantaged pupil
- being a looked after child

3. Identification of SEND

The accurate assessment of need and carefully planned support, which addresses the root cause of any learning difficulty, are essential ingredients of success for pupils with SEND.

We aim to identify pupils with special educational needs as early as possible. The school assesses each pupil’s current skills and levels of attainment on entry, taking into account information from previous settings where appropriate. Class teachers make regular assessments of progress for all pupils and the Headteacher holds termly pupil progress meetings.

For some children, SEND can be identified at an early age. For older children, identification is made through a number of assessments which could include end of Key Stage tests, teacher assessment, standardised tests and observations.

Working together with the parents/carers and outside agencies and the pupil themselves is a key part of this process.

4. Managing Pupils' Needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Wave 1 describes the 'Quality First Teaching' (QFT) that is the entitlement of all pupils within the class. Teachers observe, assess and monitor the progress of all pupils and ensure that differentiated planning meets the range of needs. Reasonable adjustments are made as necessary.

Wave 2 describes additional provision. If barriers to learning are identified or if progress or attainment is not in line with expectations, additional support is provided. The class teacher will plan appropriate support which will focus on the pupil's needs. This is discussed at pupil progress meetings. The provision is regularly reviewed against agreed targets.

Wave 3 describes the additional provision for those pupils whose needs are not met at wave 1 or 2. There may be a need to make further assessments and plan for 1:1 or small group support that specifically address the individual needs of the pupil. If an outside agency is involved, the intervention may be planned or delivered by their trained staff. Within school, the class teacher plans the support and this is delivered by the teacher or a trained TA (teaching assistant) or LSA (learning support 1:1 assistant). Additional focus is given to pupils applying skills taught in these sessions in their classwork. These pupils will usually be included on the SEND register and a Learning Plan (assess, plan, do, review) will be written in collaboration with the pupil and parents/carers. If this planned support does not allow the pupil to make sufficient progress to be included in the differentiation and planning made for the remainder of their class, the school may seek support and advice from other external specialists.

Referring to External Professionals

If, despite the above strategies, a pupil does not make the progress expected it may be decided that support from external services would be beneficial. The school would discuss this with parents/carers before taking any action and involve them as far as is appropriate in meetings with external support services. These specialists would inform further cycles of assess, plan, do and review.

Education, Health and Care Plans

If a child or young person has multiple, complex and long-term needs, they may undergo a Statutory Assessment Process which is requested by the school or family. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, planning provision and identifying resources is required.

Funding

The school is expected to meet the needs of the majority of pupils with special educational needs from its delegated budget. In particularly exceptional circumstances the school will apply for Local High Needs Funding (LHNF). This application is considered at a local panel and if successful taken forward to a further district panel meeting, where full or part-time funding may be awarded.

5. Children with Disabilities

A disability, as defined in the Equality Act 2010, is 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions may not necessarily have SEN.

Markyate Village School is committed to providing an environment that allows pupils with disabilities access to all areas of learning. All reasonable steps are taken to ensure that these pupils are not placed at a disadvantage.

Teachers modify teaching and learning expectations as appropriate for pupils with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give pupils with disabilities the opportunity to develop skills in practical aspects of the curriculum.

6. Children with English as an Additional Language

The aim of the inclusion policy is to ensure we meet the needs of all pupils, including those who are learning English as an additional language. This is in line with the requirements of the Race Relations Act (1976).

We understand that the ability of pupils who are learning English as an additional language to participate in the full curriculum may well be in advance of their current ability to communicate in English and strive to offer support which will enable them to access the full curriculum as quickly as possible.

7. Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils in his/her class and to be aware that these needs may be present in different learning situations. All members of staff are responsible for helping to meet an individual's educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body

The Governing Body, in cooperation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils identified as having SEND. The Governing Body maintains a general overview and has appointed a SEND Governor, who takes a particular interest in this aspect of the school.

The Governing Body will:

- recognise the importance of inclusion within Markyate Village School and support all efforts made to ensure that the school provides a fully inclusive environment
- ensure that the school meets all of its statutory requirements
- Ensure, within the constraints of the school budget, that the necessary provision is made for pupils identified as having SEND
- have regard to the requirements of the SEND Code of Practice
- be fully informed about Inclusion issues, so that they can play a major part in school self-review
- monitor the quality of provision
- be involved in the development and monitoring of this policy

The Head Teacher has responsibility for:

- ensuring that the SENCo has sufficient time and professional support to carry out their duties
- managing all aspects of the school's work, including provision for those children with SEND
- ensuring that the school meets its statutory responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- keeping the Governing Body informed about inclusion issues
- working closely with the inclusion personnel within the school
- ensuring that the implementation of this policy is monitored and reported to Governors
- setting up appropriate staffing and funding arrangements

The SENCo is responsible for:

- working with the headteacher and school governors to ensure that the school meets its statutory responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- in association with the Headteacher and SLT, ensuring appropriate support is in place to meet the needs of all pupils, including deployment and training of support staff
- liaising with early years providers, other schools, external professionals and independent or voluntary bodies
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- arranging and preparing paperwork for EHCPs, LHNF, single service requests and all review meetings
- overseeing the day to day running of this policy
- ensuring that an agreed consistent approach is applied
- liaising with and advising members of staff
- co-ordinating the provision, in consultation with the SLT (Senior Leadership Team) for pupils with SEND
- supporting class teachers in devising strategies, drawing up Learning Plans, or setting targets appropriate to the needs of the pupils
- advising on appropriate resources and materials for pupils and on the effective use of materials and personnel in the classroom
- updating and maintaining the school's SEND register
- ensuring that all staff are given a copy of any relevant information/reports on any children in their class which is to be kept in a class folder and passed on to the next teacher in September
- contributing to the in service training of staff
- attending, if required, relevant courses to ensure that skills remain updated
- liaising with the Governing Body through the designated Governor
- ensuring that all relevant information for a pupil is transferred to ensure a smooth transition when a child leaves our school
- taking part in Local Authority (LA) SEND moderation and, in consultation with the class teacher and with the advice from outside agencies, put forward cases at the local Exceptional Needs cluster meeting

- within the constraints of the budget, purchase resources to meet the needs of all children identified with SEND

Class teachers are responsible for:

- providing quality first teaching to meet the needs of all pupils in their class
- including pupils identified with SEND in the classroom and providing an adequately differentiated curriculum
- showing differentiation clearly on plans
- making themselves aware of this policy
- ensuring that their classroom environment supports children identified with SEND
- meeting at least three times per year with the parents/carers of children with SEND
- completing all relevant paperwork e.g. provision maps, learning plans
- passing relevant information to receiving schools in conjunction with the SENCo
- ensuring that all paperwork is filed in their Inclusion folder and copied to the SENCo
- planning for and monitoring the effectiveness of interventions that are delivered by themselves or support staff
- deploying resources including support staff effectively
- using the assess-plan-do-review system to monitor and develop understanding of pupils' needs
- informing parents/carers of a pupil's inclusion or removal from the SEND register
- using appropriate assessment to set aspirational targets for pupils
- identifying potential barriers to learning and planning lessons to ensure all pupils are successful learners
- being accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff

Learning support staff/teaching assistants should:

- be fully aware of this policy
- liaise with the class teacher, the SENCo and outside agencies as required
- use the school's procedures for giving feedback to teachers about pupil's responses to tasks and strategies
- work with pupils as directed by the class teacher, SENCo or SLT
- be aware of Learning plan targets and support pupils to meet these targets

8. Arrangements for complaints

If pupils or parents/carers are unhappy with any aspect of provision, they should discuss the problem with the Class Teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo and/or Head Teacher. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than discussing before or after school.

In the event of a formal complaint the parents/carers should follow the procedure in the school's Complaints Policy.

9. Linked Policies

The Inclusion Policy is linked to:

- The Child Protection Policy
- The Supporting Pupils with Medical Conditions Policy
- The Equality Policy
- The Complaints Policy
- The Positive Behaviour Policy
- The RSE Policy

- The Attendance Policy