



PRIDE IN EXCELLENCE

## INCLUSION POLICY

**Author**

Assistant Headteacher for Inclusion

**Version**

5

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## **INCLUSION POLICY 2024**

This Inclusion policy is a key document to ensure that our school delivers high quality provision for all pupils with additional needs. It outlines our statutory responsibilities and approaches to ensure that all pupils including those with additional needs can achieve and engage successfully in all aspects of the wider school community.

This policy was developed by consultation with parents, staff and governors.

This policy ensures that we comply with the statutory requirements and guidance set out in relevant legislation and documents.

The policy is available on our website or hard copies are available from the school office. It should be read in conjunction with the school's inclusion information report, available on the website.

Our Assistant Headteacher for Inclusion takes overall responsibility for the operation of this policy and coordinating specific provision for pupils receiving inclusion support. Our AHT Inclusion also contributes to the strategic development of inclusive provision.

Our Assistant Headteacher for Inclusion is Corinne Forde. She can be contacted via email through the school office.

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Our Assistant Headteacher for Inclusion is a qualified teacher and completed the National Award in Special Educational Needs Coordination in 2018 and became a specialist assessor and teacher in 2019. She is also a member of the Senior Leadership Team.

### **Section 1: Our values and vision in relation to inclusion**

At Purley Oaks Primary School, we believe our children can achieve anything if we offer them the opportunity, the motivation and enthusiastic support.

We offer a broad and balanced curriculum and have high expectations for all children. The achievement, attitude and well-being of every child matter and inclusion is the responsibility of every person within our school community. Listening to the views, wishes and feelings of the child and the parents is paramount. We understand the importance of the child and parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

Aims of this policy:

- To ensure that responsibility for provision for pupils with additional needs remains an integral part of the whole school provision

- To ensure that children and young people with additional needs can engage successfully in all school activities alongside pupils who do not have additional needs, including making reasonable adjustments for those pupils with a disability so that they have access to the curriculum and wider school learning environment
- To work in close partnership with parents, Croydon Local Authority and other key agencies so that the needs and strengths of each pupil with additional needs are fully understood and there is a collaborative and coordinated approach to planning and reviewing any provision
- To ensure a high level of staff expertise to meet pupils' need through universal and targeted training/continued professional development
- To promote independence and resilience in pupils with additional needs so that they are well prepared for transition to adulthood using ARACE (Autonomy, Resilience, Aspiration, Collaboration and Enquiring) values.

## **Section 2: Admission arrangements for pupils on the inclusion register**

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or additional needs.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA must comply with this request and name the school in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or needs of the child  
or
- the attendance of the Inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Our school will liaise closely with the Croydon SEND team to ensure that any decisions on placement and provision for a pupil with an Education Health and Care Plan are in the best interests of each child and the wider school community as outlined above.

The Assistant Headteacher for Inclusion, in collaboration with parents and other key agencies, will ensure appropriate provision is in place to support pupils with additional needs entering the school (See Section 6: Transition).

## **Section 3: Identifying inclusion support**

The school uses the definition of SEN and disability as set out in the SEND code of practice 2014.

We recognise the importance of early identification and aim to ensure that robust measures are in place to highlight children who are falling behind or who are facing difficulties with any aspect of learning or social development at the earliest opportunity.

This process of early identification is supported by:

- Review of skills and attainment when pupils join the school, taking into account information from any previous settings or agencies and families as appropriate
- Termly tracking of all pupils to monitor progress and attainment in compared to age related expectations
- Concerns raised directly by parents or other agencies

As well as progress in core subject areas, progress in other areas will also be considered including SEMH, behaviour and communication skills.

In determining whether a pupil may require inclusion support, consideration will also be given to other factors which may be affecting achievement including;

- Attendance
- English as an additional language
- Family circumstances
- Economic disadvantage

The school acknowledges that consideration of these factors will be particularly important when a child is displaying challenging behaviour or becoming isolated and withdrawn. Such behaviours can often mask an unmet need and further assessments will be undertaken to determine any underlying factors affecting behaviour which may not be additional needs.

Before deciding that a pupil requires inclusion support the Assistant Headteacher for Inclusion and class teacher will review current arrangements to meet the child's needs within daily class teaching and consider any further modifications and adaptations that should be put in place to support good progress. The class teacher will also seek the views of pupils and their families about barriers to learning.

#### **Section 4: Meeting the needs of pupils with additional needs**

When it is evident that a pupil will require higher levels and more tailored support than is available from everyday teaching, we will offer **inclusion support**.

Parents will be formally notified that their child will receive this additional support and placed on the **inclusion register** where his/her progress and provision can be monitored more closely and reviewed on a regular basis.

## The Inclusion Register

The register provides an updated record of all pupils receiving inclusion support so that:

- Progress and achievements of individual pupils with additional needs can be closely scrutinised and provision reviewed to ensure that provision is making an impact and helping to overcome difficulties
- There is an overview of the range and level of need across the school
- School provision reflects and is responsive to current profile of need
- Effectiveness of whole school provision can be evaluated and emerging trends across different year groups or subject areas can be identified and addressed

Once identified as requiring inclusion support, pupils will receive a tailored package of support to target key areas of difficulty.

This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the **Graduated Response** and follows the model described in the SEND Code of Practice. It will enable a growing understanding of the pupils' strengths and barriers to learning. It will ensure that any additional provision is closely matched and will support progress towards short- and long-term targets and outcomes.

Depending on the needs and progress of each pupil, successive cycles may draw on more detailed approaches, more frequent review and referral and input from external agencies.



## The Graduated Response

### ASSESS

Once identified as requiring inclusion support, a more detailed assessment of the pupil's needs will be carried out. This will include further discussions with parents and, when appropriate, the pupil. It may draw on assessments and reports from external agencies involved with the pupil such as speech and language therapist. The Assistant Headteacher for Inclusion may also carry out more diagnostic assessments of needs in key areas of difficulties.

Each pupil's needs will be considered against the four broad areas of needs:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health needs
4. Sensory and/or physical needs

The school recognises that it is highly likely that the needs of individual pupils will overlap across one or more of these areas of need or that needs may change overtime.

This comprehensive assessment will give a detailed picture of each child's strengths and special educational needs.

**PLAN:**

For children with more complex needs the school will use the information from the assessment to draw up a 1-page profile to outline the support that will be offered. The 1-page profile will:

- Be outcome focused where the desired benefit or difference from any intervention is clearly identified and matched to need.
- Be written in conjunction with parents and children
- Detail the range of additional interventions and approaches that will be made available to support progress towards these outcomes
- Highlight the ways parents and pupils can work in partnership with the school to support progress towards targets and outcomes.
- Give details of the role and input of external agencies when they are involved with a pupil

The majority of children receiving inclusion support will have their provision recorded on a Provision map.

This plan is shared with all key teachers and support staff so that they are fully aware of the outcomes sought, the support on offer and any particular teaching strategies and approaches and resources that have been agreed.

Parents will receive a copy of the 1-page profile once completed.

**DO:**

Class teachers, with the support of the Assistant Headteacher for Inclusion, will take the responsibility for overseeing the implementation of the 1-page profile or provision map.

This will ensure that the additional support offered is linked closely to the general curriculum offer and maximise the opportunities to reinforce and consolidate key skills within the context of the class.

This will be particularly important when the intervention takes place outside of the classroom.

There will be regular liaison and feedback with staff delivering interventions so that any required refinement of the support can be managed promptly.

#### **REVIEW:**

The impact of any additional support offered on the provision map will be reviewed at least termly with parents at parents' evening. 1-page profile targets will be reviewed more frequently and at least twice a half term.

However, where the pupils' needs are more complex and they have an EHCP in place, a separate review meeting will be arranged so that all key parties can contribute and share views on progress and subsequent provision. This will happen annually.

At the review the following will be considered:

- Impact of each element of the intervention towards the identified outcomes
- Pupils' response to the support and view of their progress where this is applicable
- Views of parents and specialist agencies
- Next steps with refinement and adjustments to the support offered as required

Where progress has been limited, further analysis and assessments will be made to ensure the provision offered matches the nature and level of needs. If not already involved and with the agreement of parents, the Assistant Headteacher for Inclusion will make a referral to a specialist agency.

A full list of external agencies the school uses to support the progress and welfare of pupils with additional needs is included in Appendix 3.

#### **Removal from the inclusion register**

Where evidence shows that a pupil has made good progress and achieves the outcomes set, they will no longer require additional support and his/her name will be removed from the register.

Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

#### **Support for pupils with significant needs**

The additional needs of most of the pupils at our school can be met by interventions and resources available from the school budget. In a few cases for pupils with the most significant

needs it may become apparent that he/she will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning which cannot be funded long term from the school's own resources and budget. Where this is the case the Assistant Headteacher for Inclusion, in consultation and agreement with parents and other specialist agencies, will make a request to the Local Authority for an Education Health and Care Plan (EHC plan) assessment.

### **Education Health and Care Plans**

An Education Health and Care Plan is for children and young people aged up to 25 who need more support to overcome difficulties with additional funding and resources paid directly to the school.

Each plan gives specific details of any educational needs or health and social care needs which impact on learning achievement and identifies the range and nature of support that must be in place to support progress. The LA provides top up funding to cover the cost of provision that is higher than funds available to the school.

More information about EHC plans, including criteria for requesting an assessment for an EHC plan can be found on the Croydon SEND Local Offer:

<http://www.croydon.gov.uk/education/special-educational-needs/SEND-education/>

If a pupil has an EHC plan this will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.

### **Section 5: Meeting the needs of pupils with medical conditions**

In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.

These arrangements are set out in a Health Care Plans (HCP).

The HCP will detail the type and nature of support that will be available. The plans will be:

- Produced through collaboration with parents, pupil as appropriate, and health professionals
- Shared with all relevant staff
- Reviewed annually or sooner to reflect changing needs and support

Where a pupil with a medical condition also has a disability or additional needs the HC plan will be closely linked to educational provision so that there is a coordinated approach.



Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.

Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy which can be found on the school website. <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

### **Section 6: Transition Arrangements**

See the school's Inclusion Information report for further details.

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the Assistant Headteacher for Inclusion.

### **Section 7: Funding and Resources**

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring inclusion support. The value of this funding varies between each school informed by a set of indicators. The level of funding is not adjusted in year to reflect any changing demand for provision.

The school leadership through consultation with the Assistant Headteacher for Inclusion and Governing Board decide on how this funding will be deployed to meet the range and level of need for pupils with additional needs across the whole school.

### **Section 8: Training**

Our school is committed to an ongoing programme of training and support to enable teachers and support staff to have the understanding and skills required to differentiate and scaffold learning for the pupils with a range of additional needs within everyday teaching.

We also have a team of staff with more specialist skills to support and deliver interventions for pupils with more complex needs. They have access to additional training to update their knowledge and skills and to respond to the needs of individuals or groups of pupils with specific needs.

Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the schools' approach to supporting pupils with additional needs. The Assistant Headteacher for Inclusion attends the termly Croydon briefing sessions and has opportunities to attend other local and national training sessions to keep abreast of local and national policy and initiatives to continue to enhance inclusive practice at our school.

## **Section 9: Roles and Responsibilities**

**See the Inclusion Information Report for more information.**

### **The Assistant Headteacher for Inclusion**

The Assistant Headteacher for Inclusion has the day-to-day responsibility for the operation of the Inclusion policy and the provision in school. This includes the line management of teaching assistants who give support to individuals and groups of pupils with additional needs. The Assistant Headteacher for Inclusion provides training, guidance and support to all staff in relation to meeting the needs of pupils. The Assistant Headteacher for Inclusion has a key role in developing positive partnerships with parents and other external agencies in order to fully address the needs and support progress for pupils with additional needs. The Assistant Headteacher for Inclusion will also take a key role in supporting the transition of pupils with additional needs to different settings.

### **The Governing Board**

The code of practice states that there should be a member of the Governing Board or a sub-committee with specific oversight of the school's arrangements for inclusion.

The key duties of the Governing Board are to ensure that the Inclusion policy is implemented and that it is effective in ensuring that pupils on the inclusion register have the same opportunities to make good progress and play an active and fulfilling role in the life of the school as all pupils do.

The lead governor for Inclusion at our school is Toni Steventon.

The lead governor meets at least termly with the Assistant Headteacher for Inclusion to review and evaluate effectiveness of the schools' inclusion and contribute to discussions about plans to develop and enhance this.

The lead Inclusion governor will also ensure that updates on the quality and impact of inclusion are regular items on the Governing Board cycle of meetings.

Other key staff who are actively involved in supporting and coordinating inclusion and part of our wider Inclusion team include:

Designated teacher for Safeguarding: Corinne Forde

Designated teacher for Children Looked After: Corinne Forde

Welfare Officer: Katie Beard

Family Support Worker: Elizabeth Dombrandt

Inclusion Team: Vanessa Hill, Vimla Dahoo, Ratiba Djenane and Fatima Xavier

### **Section 10: Monitoring and Evaluating Inclusion**

The school undergoes an active process of continual review and analysis of outcomes for all pupils, including pupils with additional needs.

In evaluating the quality of the inclusion, the school will take into account a range of evidence including looking at the level of academic achievement of pupils with additional needs in school compared to standards achieved pupils achieved with no needs as well as comparison with pupils with similar starting points nationally.

We monitor the impact of additional and targeted interventions and collect the views from parents and pupils on the quality of provision offered.

Case studies are also used as an evaluative tool to look at features of good practice where pupils have made good progress or to analyse what else is needed where progress is slow.

### **Section 11: Managing Concerns about Inclusion**

Parents are encouraged to share any concerns they have about the quality and impact of Inclusion for their child at the earliest possible opportunity. In the first instance parents should speak to the class teacher with further discussions with the Assistant Headteacher for Inclusion and other Senior leaders as required.

Parents will be encouraged to seek advice and support from the local parent SEND Information Advice Service (SENDIAS) and Mediation services. This is an independent, impartial and confidential service.

The school can also make arrangements for parents to discuss concerns with other key professionals such as the educational psychologist.

If concerns are still unresolved parents will be asked to make a formal complaint and directed to the School Complaints Procedures on the website.

Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly to receive information about the mediation services available.

### **Section 12: Anti Bullying**

We recognise that pupils with additional needs are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. Bullying, behaviour and racist incidents are reported to governors on a half-termly basis. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying.

**Section 13: Disability Access Arrangements**

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility of pupils. This includes action to:

- Increase participation in the curriculum
- Make improvements in the environment to enable pupils with disabilities to benefit from all school facilities and extracurricular opportunities
- Improve access to a range of information.

Our accessibility plan is available upon request.

**Appendix 1: Compliance with Statutory Duties**

This policy meets requirements set out in the Children and Families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25 2014
- Equalities Act 2010
- School Admissions Code of practice
- Supporting pupils at school with medical conditions (June 2014)
- The National Curriculum
- Teachers Standards 2011
- Working together to safeguard Children (2017)
- KCSIE 2023

Croydon's local offer for SEND:

<https://www.croydon.gov.uk/children-young-people-and-families/special-educational-needs-and-disability-support/local-offer-special-education-and-disability-support-directory>

**Appendix 2: Definition of Special Educational Needs**

**SEND Code of Practice 2014**

A child or young person has additional needs if they have a learning difficulty or disability which calls for a different educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or

- Have 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 of post 16 institutions

### **Equality Act 2010**

A disability 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 and hearing
- Long term health issues such as asthma, epilepsy and cancer.