

Policy title	:	Inclusion Policy
Date approved	:	September 2022
Review date*	:	September 2023

Our vision:

“At Monega Primary School we believe that effective inclusive practice ensures that all children are encouraged and supported to reach their full potential educationally, emotionally and physically.”

“All children have the right to access the same opportunities as their peers and benefit from the modelling that takes place in a mainstream setting”

We aim to:

- Ensure full access to a broad relevant curriculum.
- Ensure that all teachers are teachers of all pupils (SEN, EAL, G&T)
- Ensure that pupil’s views and preferences are used to inform us.
- Ensure that we share information regularly with parents and value their role in the child’s continued progress.
- Ensure all children with specific needs i.e. G&T, Underachieving, Emotional, EMA, SEN are tracked, targeted and supported appropriately.

As an inclusion team we feel it is important to be up to date with current practice and advice. In order to do this we refer to current legal frameworks and guidelines generated by the DfES. We currently follow the SEND Code of Practice published in 2015.

We also like to ensure that we keep updated with current research and literature in the area of inclusion and special educational needs. We restock our inclusion library in our teacher’s room regularly to ensure our practice remains current.

The management of inclusion at Monega

At Monega all members of staff have responsibilities in line with the inclusion policy.

The inclusion team is responsible for the day to day organisation within the school. There are a number of key staff involved in the inclusion team each with key responsibilities across the area. (Refer to Appendix 1)

The Inclusion Manger, Katie Ives, is responsible for ensuring that the day to day running is comprehensive. Inclusion is closely monitored by the head teacher and the senior leadership team. The Governing Body has a member who is linked to inclusion and they have monitoring and reporting systems in place to keep updated with school development in this area. In service training

is agreed within governors meetings and provision for parents to express views or make complaints is in place.

Monitoring of inclusive practice

The school development plan has Inclusive practice fully embedded across all areas of priority. In monitoring reports strategies and resources are identified celebrated and encouraged.

As an inclusion team it is important that we monitor our inclusive practice. This is completed within school by the SLT (Senior Leadership Team) through monitoring of planning and teaching and learning. The inclusion team also complete termly monitoring looking at planning, resourcing or teaching and learning

Admissions at Monega

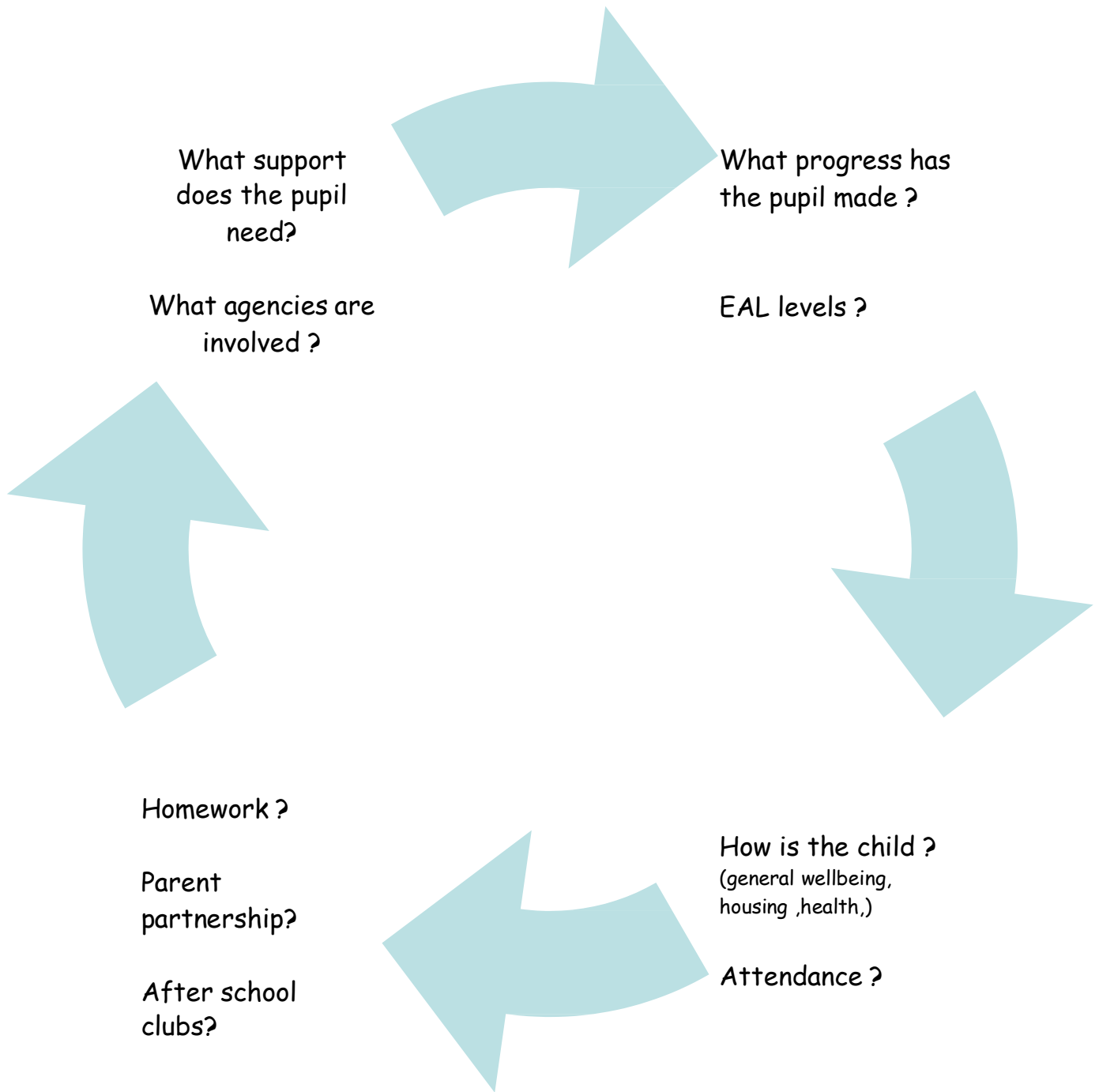
All children at Monega Primary school follow our admissions process. This includes an admission meeting, which gives an opportunity for parents/carers to discuss their child's specific strengths, achievements and needs. If a particular need is identified, we may delay start date to ensure that the appropriate provision/support is in place before the child starts their placement.

We also have the opportunity to request information from the child's previous educational setting if they have had one, this often gives us very useful information to inform planning and programs.

Children who are new to the country are given two terms to settle before any additional intervention is offered unless there is an explicit need. Children who are identified by teachers as having significant difficulties or needs are often identified by the class teacher and Inclusion team during termly inclusion review meetings.

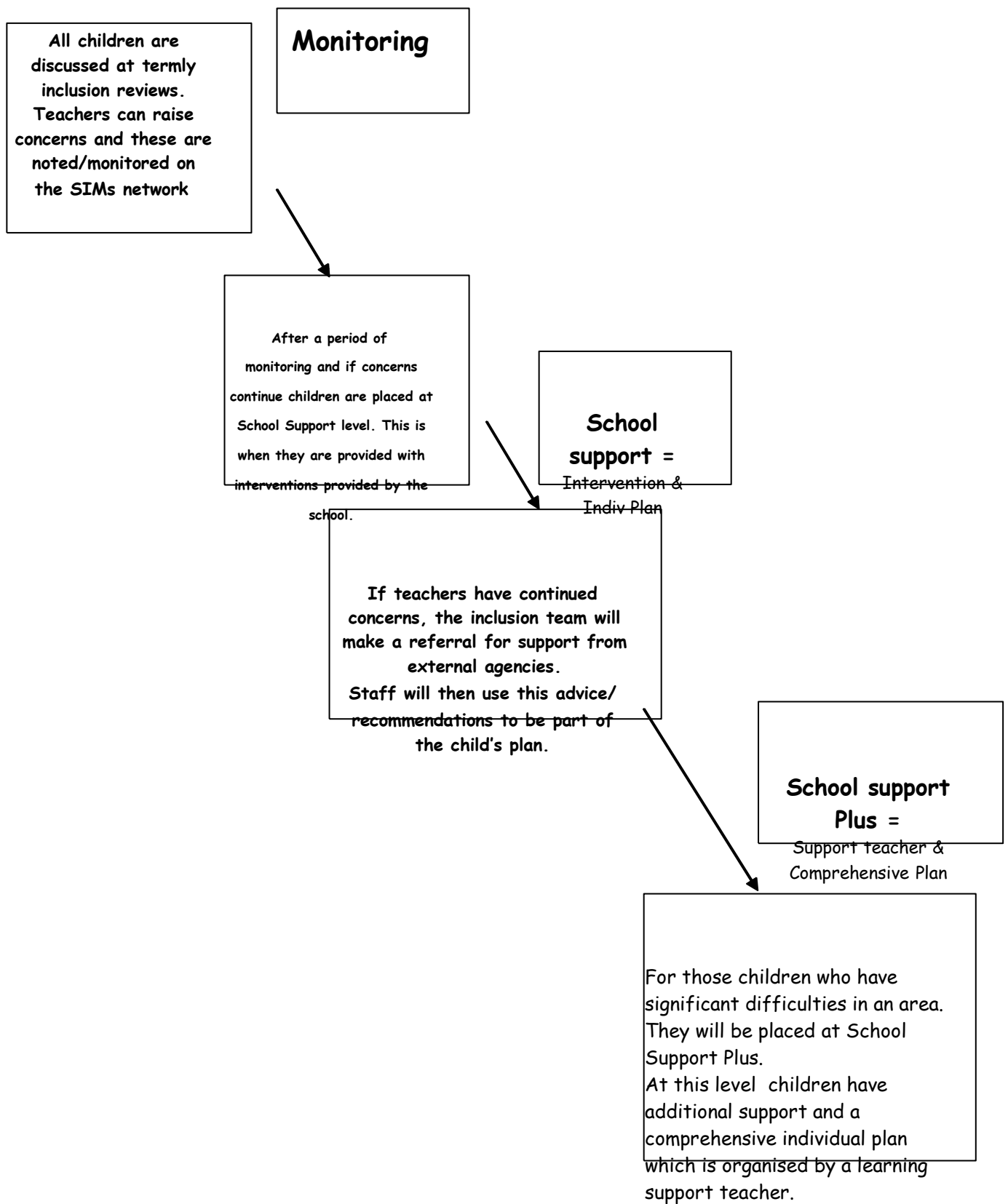
Inclusion review meetings

The inclusion team meet termly with class teachers to discuss each individual child in the class. At the inclusion review we discuss a number of important factors that may or may not be of concern for the child. Discussion content includes the following:



These meetings really give a comprehensive view of the schools view of a pupil's strengths and areas of need. When we identify issues, the inclusion team will follow the process below :

The process of identification and responding to need



In school support for inclusion

The staff at Monega recognise the importance of an inclusive curriculum. Teachers aim to give every child the opportunity to experience success in their learning and to reach their potential. This may mean choosing knowledge skills and understanding from earlier or later year groups so that pupils can make appropriate progress.

When planning, Teachers set high expectations and provide a variety of opportunities, within which all pupils can achieve. Teachers take specific action to respond to pupil's diverse needs in some cases creating specific learning tasks. During inclusion review meetings strategies/ pedagogy is often discussed to support class teachers in finding ways to meet group and individual need. Additional ideas for individual class targets will also be discussed.

Once a pupil has been identified as having an area of strength or difficulty they will be monitored. This will be recorded on their SIMs (Student Management Information System) profile. At each inclusion review previous monitoring is considered and further discussion will decide the next steps for the child. If they have not responded significantly to differentiation and quality first teaching, they will be discussed further. At this point they will be given in school support to address need and moved on to **School Support**.

Current school provision for children at School Support;

Wave 1 Teaching: Variated access to teaching

Wave 2 Teaching : Support using direct response and intervention in class.

Wave 3 Teaching : Specialist group interventions and targeted support including Reading Recovery, Language Enrichment Groups, Nurture and Social Groups.

School support plus

Children who are within School Support Plus often have a number of difficulties that accumulate to make a more complex learning profile. These children all have the oversight of the Inclusion Manager and the wider inclusion team. Pupils at School Support Plus will be provided with an Individual Education Plan. This plan will be followed within the context of the class alongside and intertwined with the national curriculum.

Individual plans typically consist of :

Focused targets
Sensory profile

Communication profile
General behaviour strategies
Behaviour monitoring
Physical intervention plan

Pupil Participation

We aim to include all children in making decisions and exercising choices about their education. We encourage all children with special educational needs to share their views about what type of support they would like in school.

All children are supported in decision-making this could include:

- Setting of learning targets.
- Contributing to their IEP's and being fully involved in the review.
- Discussions about choice of schools.
- Contributing to informal and formal assessments of their needs.
- Contributing to the annual review.
- Involved in the planning for and delivery of transition programs.

The SEND Code of Practice 2015 outlines how children and young people should be included in assessments and decision making.

- Provide clear accurate information about the child's special educational needs and the purpose of any assessment, individual education plan or any intervention.
- Help the pupil to understand the agreed outcomes of any intervention and how they can be a partner in working towards the goals. Pupils who play an active part in assessment and in developing and monitoring agreed targets will also have greater self-esteem and feel confident that they are making progress.
- Explain clearly what additional support or assessment arrangements are being made and how the pupil can contribute to them.
- Consult pupils who need individual support (whether through equipment or additional adult support) to ensure that such support is provided in a timely and sensitive way and enables them to fully participate in learning.
- Recognise the potential stress of assessment and review arrangements and do their best to ensure that the pupil understands the role and contribution of any other professionals from the educational psychology service, child health or social services, who may be involved.
- Draw upon the experience of any local pupil support or advocacy services for children which might offer additional advice and assistance.
- Ensure that the pupil has access to a designated member of staff with whom they can discuss any difficulties or concerns. It is important that they can feel confident to share any anxieties at an early stage.
- Be aware that many pupils may already be in contact with other professionals in child health,

mental health, social services or other agencies.

Partnership with parents/carers:

Parents

Monega Primary School promotes a very accessible view to parents. Parents are very much welcomed into school and encouraged to be involved in their child's school life.

Parent's evenings each term enable parents to discuss progress and develop their knowledge of their child's learning/progress. Those children identified as School Support Plus have additional meetings with the Inclusion Manager and inclusion team to discuss Individual plans and share strategies to support development.

In addition to parental/carer involvement at the different stages of assessment which has already been described, termly open days and evenings are held when parents/carers are invited to discuss their child's achievements and their progress. Open evenings may also be used to review IEPs or set new targets.

Parents/carers are welcome to make appointments at any time to meet staff.

In accordance with the Code of Practice parents/carers are asked to make a written contribution to the review and take an active part in deciding the following year's targets for the child. IEPs are discussed with parents/carers.

Where day to day contact is not possible with parents/carers regular contact is maintained through home school diaries and telephone calls when appropriate.

Positive attitudes to parent, user-friendly information and procedures and awareness of support needs are important. There should be no presumption about what parents can or cannot do to support their children's learning. Stereotypical views of parents are unhelpful and should be challenged. All staff should bear in mind the pressures a parent may be under because of the child's needs.

To make communications effective professionals should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the children's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parent themselves may have, such as a disability, or communication and linguistic barriers.
- Recognise the need for flexibility in the timing and structure of meetings.

Transition:

The transition of children between Phases and to Secondary provision is planned to enable all children to have opportunities to prepare for change and new challenges. Issues of individual support and curriculum continuity for children with special educational needs are discussed with all relevant staff.

Parents/carers are key to this transition and we support parents to visit and develop close links with the Secondary school prior to transfer.

Preparation for transfer to secondary school begins with an annual review in Year 5. At this review, Local Authority procedures are described to parents/carers and they are encouraged and supported to visit different settings in order to make an informed decision.

The Inclusion Team and Learning Mentors liaise closely with Secondary School's Senco's to set up and implement transition programmes for groups or individuals to enable a smooth transition.

Other Relevant policies

Disability Equality scheme

Anti bullying policy

Behaviour Policy

Positive handling policy

School development plan

Health and Safety policy

Mid phase admission policy

Race equality policy

Intimate Care policy