



Inclusion Policy

Person responsible: Inclusion Co-ordinator

Date adopted: June 2016

Review Date: June 2019

Inclusion Policy

Aims

At Alban City School we aim for all children regardless of gender, race, culture, language, background, learning or physical disability to reach their full potential and enjoy their learning. Our admissions criteria will not discriminate against any pupil wishing to attend our school on these grounds.

We endeavour to provide an environment that is inclusive. By this we mean that everyone is valued equally and has an equal right to have their needs met. We believe that every child benefits from being in an inclusive environment.

We recognise that some children may encounter difficulties or barriers to their learning and it is our aim to quickly identify and put in place appropriate support to remove or reduce those barriers.

We also know that some children may have exceptional talents or gifts in academic and/or creative curriculum areas. We aim to identify and support these children to develop these talents and gifts.

How will we meet our aims?

Inclusion Co-ordinator

The school will employ an experienced and fully qualified teacher who holds, or is willing to undertake, the National SENCO award (it is now a legal requirement that all SENCOs appointed after 2009 hold this award).

The Inclusion Co-ordinator will be responsible for overseeing the educational provision for any child deemed to have a barrier to learning or who is considered gifted or talented. In addition they will also manage any additional provision for children in receipt of the Pupil Premium Grant (PPG).

The Inclusion Co-ordinator will also be the School Lead for Autism.

Specifically the Inclusion Co-ordinator will:

- work with colleagues and parents to identify children with special educational needs or other barriers to learning
- identify and arrange the delivery of appropriate interventions where needed
- work with teaching colleagues to identify and support children with a talent or gift
- produce termly provision maps to show the support that individual children or groups are receiving
- maintain the Special Educational Needs and Disabilities register
- maintain a register of children that are of cause for concern
- monitor progress of children who are on both registers and those receiving PPG
- provide training and guidance for teachers in using different approaches to support the needs of specific pupils
- keep up to date on developments in special needs education
- research, purchase and train staff to use a range of resources and interventions to support specific pupils

- provide support to parents or where more appropriate refer to other agencies who can help
- Review and update the school's SEND Offer annually
- Work with the headteacher, governors and, where appropriate, parents to develop the school's SEND strategy

Inclusion

We will ensure that all children are taught about individual differences, including special needs and disabilities, race and culture. Through this teaching we will promote the concept of treating others with kindness, fairness and sensitivity. We will extend this ethos to the wider school community by actively modelling positive values towards difference and through sharing information about inclusion issues.

Special Educational Needs and Disabilities (SEND)

The governor with responsibility for SEND is Mrs Jo Garcia. The Inclusion Co-ordinator is Miss Claire Lord.

The school premises are fully accessible to those with mobility difficulties.

A child has a Special Educational Need or Disability if they have a learning difficulty or disability that requires special educational provision. Special educational provision means teaching that is *additional to or different from* children of the same age.

- We recognise that early identification and implementation of the appropriate support is the key to ensuring children meet their potential.
- We will always involve parents and the child in making decisions
- Processes to identify children with SEND are communicated to all teachers and reviewed annually. The school's offer for children with SEND is updated annually and available on the school website for parents. This also tells parents what to do if they think their child has SEND.
- The school follows an Assess, Plan, Do, Review cycle. Parents and children are involved at all stages of the process and their views are always taken into account when deciding on a course of action. SEND Support plans will be reviewed three times a year with parents and children.
- Where possible, support will be given in class using carefully planned differentiation and resources to avoid children needing to be removed for interventions. However, care will also be taken to ensure that children do not become overly dependent on adults.
- If an intervention is deemed necessary it will be based on the child's needs and reviewed regularly. If an intervention is started but is not felt to be having an impact it will be stopped and an alternative found.
- Teachers are accountable and responsible for the attainment of pupils in their class with SEND and will regularly liaise with the SENCO and any adult delivering interventions to ensure they are kept informed of progress. Information from these sources may be used as part of a teacher's assessment of a pupil where appropriate.
- We recognise the impact a learning difficulty can have on a child's self-esteem. Therefore the type of support offered will take a range of factors into account.

- Children with SEND will be encouraged to take part in all activities offered by the school and where appropriate and possible adjustments will be made to enable this.

Education, Health and Care Plans (EHCP)

Where a child's needs are more complex and a SEND support plan is not sufficient to meet those needs the school, in partnership with parents/carers, can apply to the Local Education Authority for an assessment to decide if an Education, Health and Care Plan (EHCP) is necessary. Whilst this process takes place, support will continue as required.

An EHCP does not guarantee additional funding however an application can be made for Exceptional Needs Funding. There is a panel which meets termly to agree which children are eligible for this funding.

Other vulnerabilities

Alban City School recognise that there are a range of factors that might make a child vulnerable to achieving below their potential. Therefore if SEND has been ruled out, children are still offered additional support and carefully monitored if they are not making expected progress.

Training

The INCO will carry out an annual audit of training needs for inclusion. Training may be delivered in house, through external providers or through partner agencies.

The INCO will also attend regular cluster meetings and ensure they keep themselves up to date on inclusion matters.

External Support

Sometimes external advice or support maybe required to support the needs of a child or group of children. Typical agencies might include:

- Educational Psychologist
- Communication Disorders Team
- Speech and Language Therapists
- Windermere SpLD Base
- Watling View Outreach Team
- Social Services
- School Nurse
- Occupational Therapists

The INCO will liaise with these agencies with permission from parents/carers.