

**Pupil Premium
Awards 2013
National Winner**



**Pakeman
Primary School**

Inclusion Policy

Review Date: October 2019

**This policy was reviewed and ratified at the full governing body meeting on
14/10/19**

Ethos Statement

Pakeman School offers a positive, safe learning environment for its community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

EDUCATIONAL INCLUSION

Educational inclusion is the process by which we aim to provide an education of high quality, appropriate to every child's needs which will enable them to make progress according to their abilities. Inclusion is concerned with the identification and removal of barriers to the attendance, participation and achievement of all children.

Aims and objectives

This policy accepts the definition of SEN as set out in the SEND Code of Practice. It reflects the new approach to and arrangements for SEND outlined in the Children and Families Act 2014.

EDUCATIONAL INCLUSION AT PAKEMAN SCHOOL

At Pakeman School the teaching and learning, achievements, attitudes and well-being of every child matters. We recognise that some children require additional support in their learning at given times in their lives. Children have special educational needs if they have a particular need, which calls for special educational provision that is additional or different.

Children with SEND are offered full access to a broad, balanced, challenging and relevant curriculum for the EYFS and National Curriculum. All staff ensure children with SEND can join in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources. The school works closely with outside agencies and Islington schools with outreach teams to ensure that children with SEND are well supported within the school.

Admission and inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Pakeman Primary School adopts a 'whole school approach' to SEND that involves all staff adhering to a model of good practice based on Quality First Teaching. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy, in line with the policies of Islington Local Authority. All children with SEND are afforded the same rights as other children in terms of their admission to school.

Access to the curriculum

The curriculum will be made available to all pupils, including those with predictable SEND. Where pupils have SEND, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support, as outlined in the Local Offer.

The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' SEND, the action taken and the outcomes.

Grouping of pupils will be flexible so that learning needs can be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing a graduated response: SEN support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follows an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any learning difficulties. Following the assessment, we will put a plan in place detailing individual targets, as well as appropriate interventions, such as:

- Classroom organisation and management
- In-class support by teacher/teaching assistant/learning mentor
- Small group work with teacher/teaching assistant
- Specialist support with SEN teacher
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- Specialised intervention programmes

The plans will be outcome focused. All plans will be reviewed regularly in pupil progress meetings alongside additional more regular meetings for some pupils.

The resources deployed to help the child achieve the agreed outcomes will be captured in a Provision Map/Individual Plan /Pupil Passport. Parents and children will be involved in developing the plan. The plan will also set out review arrangements.

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff, with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests and Key Stage attainment tests. Additionally, the progress of any child receiving exceptional needs funding, or with an EHCP will be reviewed annually.

Parent participation

The school will actively seek the involvement of parents in the education of their children. It is recognised that this is particularly important for pupils who have SEND where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We will always have a discussion with parents before we seek support from an external agency.

The school will work to ensure that children are fully aware of their own needs and the targets in their Plans. We will encourage all children to be independent learners and to work towards a positive progression to adulthood from the earliest stage.

Multi-agency working

Regular liaison is undertaken with the following external agencies:

- Outreach Support Services (ie The Bridge, Samuel Rhodes School, Richard Cloudesley School)
- Educational Psychologist
- Child Adolescent Mental Health Service
- Speech & Language Therapy Team
- Education Welfare Service
- Art Therapists
- Health Service (health visitor, school nurse, dietician, occupational therapists, child development team, physiotherapists)
- Families First
- Social Services
- Hornsey Road and North Islington Children's Centres
- Alternative education provision (i.e. Pupil Referral Units)
- Early Years Inclusion Team
- Links and sharing of expertise with other Islington schools
- Islington SENCO network

Team around the School

Team Around the School Meetings, involving the Inclusion Manager, Home School Support Worker, Link Social Worker and Behaviour Support Team take place each term in school. These meetings help to identify vulnerable children and families who may need support from a range of services, and referrals are made as appropriate. The TAS meetings help to ensure that there is a more integrated approach to our provision for children and families with additional needs.

Integrated working focuses on enabling and encouraging professionals to work together and to adopt common processes to deliver services that are coordinated and built around the needs of children and young people.

Links with other schools

Liaison meetings and visits between staff and children take place with secondary schools, particularly in the Summer term. Information and records are passed on to the relevant schools. This is also the case when children transfer to another primary school. Liaison with special schools is proactively developed for individual children.

Responsible Persons

The person responsible for co-ordinating the day-to-day provision of education for pupils with SEND is Tracey Gulliford

The Governor responsible for Inclusion is Marta Tildesley

Arrangements for Handling Complaints:

We are committed to providing excellent services to all our children and their parents/carers, and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. The procedure for managing complaints is outlined in the school's Complaints Policy.

Workforce Development

In-service training needs related to special educational needs will be identified by the Head Teacher and the Inclusion Manager in consultation with the staff and will be incorporated into the staff development plan.

Evaluating Success

This policy will be kept under review. The governors will gauge the success of the policy by the achievement of outcomes outlined in individual plans. In addition, evidence will be gathered regarding:

- Children's awareness of their targets and achievements
- Impact of planned intervention programmes
- Academic progress of pupils with SEN
- Improved behaviour of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Staff awareness of individual need
- Success of early help intervention

Relationship to other policies

This policy should be read in conjunction with the policies on equality and assessment. The accessibility plan, School Information Report and school provision map are integral to this policy.