



# Leavesden Green School

## Inclusion Policy

**Date: Summer 2019**

**Review Date: Summer 2022**

### **Through our Inclusion Policy we aim to:**

- raise the achievement of all children, including those with a learning difficulty, disability, disadvantage or special educational needs;
- personalise provision to enable all children to achieve their full potential;
- identify a child's barrier to learning as soon as possible and assess additional needs, putting appropriate and timely intervention in place to ensure that everything is done to remove barriers to learning at the earliest opportunity;
- actively involve parents and carers in the decisions affecting their child's education; and, seek children's views at all stages of their education.

### **In order to achieve these aims we will ensure that:**

- all adults have the highest aspirations for every child;
- provision is responsive and well matched to children's needs;
- extended services provision makes a difference to outcomes for children and their families;
- pupil's views are used to inform school improvement planning; ,
- every child is able to access all areas of school life.

### **What is Inclusion?**

At Leavesden Green School we recognise our responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum's statutory inclusion statement sets out three principles for developing an inclusive curriculum which provides all pupils with relevant and challenging learning.

We will:

- set suitable learning challenges;
- respond to pupils' diverse learning needs;
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

Overcoming potential barriers to learning is at the heart of inclusive teaching and learning.

The Teachers Standards' from September 2012 make specific reference to all teachers' responsibilities with regard to responding to the needs of all the pupils they teach:

- adapt teaching to respond to the strengths and needs of all pupils
- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;

- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. (Teachers Standards from September 2012)

### **The role of Learning Support Assistants**

Class teachers are accountable for the progress of all pupils in their classroom. In order for learning support assistants (LSA) to contribute to ensuring pupils have access to learning and make progress we will provide:

- performance appraisal, linked to pupil progress and individual LSA's professional development;
- high quality training that takes account of the school's needs;
- effective opportunities for partnership work including planning and feedback.

Teachers will make sure that adults work with all pupils to support and extend their learning, whilst fostering independence.

Ofsted refers to a list of groups who may be at risk of underachievement:

- disabled pupils, and those who have special educational needs
- those with protected characteristics, as defined by the Equality Act 2010
- boys
- girls
- the highest and lowest attainers
- traveller
- young carer
- summer born
- a child with a CAF
- a service child
- pupils for whom the pupil premium provides support including:
- looked after children, pupils known to be eligible for free school meals, children of service families

(Ofsted: School Inspection Handbook, September 2012)

In addition, at Leavesden Green School, we currently identify particular vulnerable groups such as:

- Pupils for who are eligible for PP
- Pupils for whom English is an additional language (EAL)
- Pupils whose attendance is less than 96%

We take all pupils' needs into account when planning, implementing and reviewing our curriculum, including:

- Admissions
- Transfers and transitions
- Timetabling
- Teaching and learning
- School visits
- Clubs and after school activities
- Breaks and lunchtimes
- Assessment and exam arrangements

### **Pupils with special educational needs and Pupils with disabilities (See also Disability Equality Scheme and SEND Policy)**

The Code of Practice 2014 (The Children and Families Act 2014) defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

(a) have a **significantly** greater difficulty in learning than the majority of others of the same age: or

(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post 16 institutions.”

### **Identification and Assessment of Needs**

Leavesden Green School is committed to early identification of SEND and additional needs and adopts a graduated response to meeting these in line with the Code of Practice 2014. Pupils identified as having SEND or additional needs will be recorded on the Inclusion Register. Any additional provision or intervention that is different to that available to all pupils will be recorded on the Inclusion Register and/or Provision Map.

### **Pupils who are learning English as an additional language**

Pupils for whom English is an additional language have diverse needs in terms of support necessary in English language learning. Planning will take account of such factors as the pupil's age, length of time in the country, previous educational experience and skills in other languages. Careful monitoring of each pupil's progress in the acquisition of English language

skills and of subject knowledge and understanding is necessary to confirm that no learning difficulties are present.

The ability of pupils for whom English is an additional language to take part in the national curriculum may be ahead of their communication skills in English. Teachers will plan learning opportunities to help pupils develop their English and support them in taking part in all subject areas.

### **Gifted and talented pupils**

At Leavesden Green School we focus upon enrichment, extension and acceleration as strategies for meeting the needs of gifted and talented pupils. We provide additional resources and materials to broaden the interests and develop the thinking skills of pupils.

### **Pupil Premium**

Pupils who are entitled to Pupil Premium can be vulnerable in their learning. At Leavesden Green School we monitor the attainment and progress of this group to ensure that additional provision has the desired impact on their learning.

### **External Support Services**

The school has developed effective partnerships with external support services and these play an important part in helping the school identify, assess, plan and make provision for all pupils with additional needs.

These services include:

- Educational Psychologist
- Speech and Language Therapist
- Specific Learning Difficulties Base (Laurance Haines)
- Occupational Therapist
- Advisory teachers (Visual Impairment, Autism, Early Years)
- School Nurse/Health Visitor
- Family Support Workers
- Attendance Improvement Officer
- Children's Services
- Counselling

## **Monitoring and evaluation**

Pupil Progress meetings will be held every half term. The progress of individual pupils is discussed and additional provision needed, to address barriers to learning, is identified. To provide a clear picture of the quality and consistency of inclusive practice across school, it will be monitored and evaluated through:

- classroom observation
- scrutiny of pupils' work
- discussion with pupils

## **Role of the Headteacher and Governing Body**

The Headteacher has overall responsibility for inclusion. The school has a designated Assistant Head with SEN, Assistant Head with Lead PP and an Assistant Head with a Teaching and Learning focus who are responsible for the day-to-day management of this policy. There is also a designated Inclusion governor. The Governing Body has adopted the Local Authority admissions criteria which do not discriminate against pupils with SEN, additional needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. The governors will ensure that inclusion is an integral part of the school improvement plan and will evaluate the effectiveness and success of this policy. The Governors' observations on the success of this policy will form the basis (together with the legally required financial information) of the special needs/inclusion section of the annual report to parents.

## **Complaints**

In case of any difficulty with the provision made, class teachers should be the first point of reference for parents or carers. If these difficulties cannot be resolved, the school's Complaints Procedure will be followed. If independent disagreement resolution is requested, further information about this process will be made on request.

## **Parent Partnership Service**

The Parent Partnership Service is an impartial service funded by Hertfordshire County Council. Their expertise and training in special educational needs and disabilities (SEND), and disagreement resolution help them to help parents. They offer a personalised, confidential service to help parents understand how special educational needs are assessed and managed, so that they can make informed decisions about their child's education.