



**Richard de Clare  
Community Academy**

# **Inclusion Policy**

Reviewed:	Summer 2020
Next review date:	Summer 2021

# Inclusion Policy

## Introduction

At Richard de Clare Community Academy, we believe that all children should be equally valued in school, be provided with a broad and balanced, academic and social curriculum which is accessible to them and for all pupils to be fully included in all aspects of school life. We endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. At Richard de Clare, we recognise that all pupils are individuals with their own strengths and weaknesses, gifts and talents. We are committed to giving all our children every opportunity to achieve the highest of standards.

Children with SEND have individual learning requirements that could create barriers to their learning and we as a school take these requirements into account to support these pupils by making additional provisions, allowing children to participate fully within their school life and achieve their expected progress. Every teacher is responsible for the progress and achievement of every child in their class, including those with SEND. We strive to eliminate prejudice and discrimination and to maintain an environment where all children can make a positive contribution and feel safe in their learning, (please see our Safeguarding policy).

This policy considers the extent of the individual needs of each pupil and outlines the way we meet the needs of children who experience any barriers to their learning and those who need appropriate challenges to motivate and nurture their specific talent.

## Aims and Objectives

At Richard de Clare Community Academy we aim:

- to provide high quality and appropriate education in which pupils engage fully, in order to achieve at the highest possible level;
- to enable all pupils to participate fully in the life of the school including extra-curricular opportunities and social activities;
- to provide full access to the curriculum and carefully map provision for all learners to ensure successful learning outcomes;
- to identify pupils' needs and provide support by planning for their individual learning requirements and enable them to have full access to the curriculum and make the best possible progress;
- to promote children's self-esteem and emotional well-being and help them form and maintain positive relationships;
- to develop positive learning behaviours that will equip children for life-long learning;
- to operate a 'whole pupil, whole school' approach to the management and provision of support for SEND;
- to foster the involvement of the children themselves and to work in a person-centred way with parents/carers so that they are able to play their part in supporting their child's education and aspirations.

## Key Roles and Responsibilities

The Special Educational Needs Co-ordinator (SENCo) has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision in place to support individuals with SEND, including those who have an Education Health Care Plan (EHCP). This includes:

- disseminating information and raising awareness of SEND within the school;
- screening and identifying pupils who may need extra support;
- co-ordinating provision for pupils;
- supporting learning and teaching of pupils with SEND;
- keeping records of all pupils with SEND;
- monitoring and reviewing One Plans for all pupils with SEND;
- monitoring delivery of the SEND policy;
- liaising with parents/carers and encouraging co-support;
- liaising with and advising staff;
- liaising with other schools/SENCos.

The class teacher has the day-to-day responsibility of planning, teaching and assessing for all children in their class, including those with SEND. As such their responsibilities include:

- knowledge of every student in their class including any learning needs;
- creating a One Plan for all pupils with SEND;
- ensure One Plans and EHCPs are considered in lessons;

- devise strategies and use appropriate differentiated methods of access to the curriculum;
- monitor progress of students with SEND against their agreed targets and objectives;
- be fully aware of the school's policy and procedures for SEND;
- raise individual concerns with the SENCo.

Learning Support Assistants' roles and responsibilities:

- support pupils to access the mainstream curriculum under the direction of the class teacher;
- support teachers with monitoring progress against individual targets and One Plans.

The governing body has responsibility for ensuring that children with special educational needs are provided for appropriately and relevant codes of practice are being implemented.

### **Transition for pupils with SEND**

Pupils are admitted following the criteria in the Admissions Policy. In the summer term, our Year R teachers liaise with the staff of the local nurseries to gather information about the children and their additional/SEND needs and ensure a smooth transition into school. Parents of Year R children are asked to provide information relating to a SEND, medical needs or disability in order to have the clearest possible picture of the child's needs before they start school. A transition meeting will then be held in the summer term with the parents/carers and the nursery where appropriate.

When a child arrives from another setting throughout the year, the school endeavours to gather as much information from the family, the previous school and the child.

For children with SEND who are due to leave the school, the SENCo will contact the new setting and will make arrangements for a transition programme to be put into place to meet the child's needs. The SENCo will liaise with parents and professionals to ensure that the transition package is fit for purpose and will meet the child's needs. All SEND school records are passed to the school to which the child transfers.

### **Identifying pupils and their needs**

At Richard de Clare we identify individual pupils under a broad range of headings and consider the needs of the whole child. We endeavour to achieve maximum inclusion for all children whilst meeting their individual needs. The purpose of identification is to work out what action and planning our school needs to take, not to fit a pupil into a category. Within our school, we endeavour to meet the needs of every pupil including those that may not have a particular category of need, but who require additional consideration. We are aware that many factors may impact on progress and attainment:

- Health and welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child or a child adopted from care
- Being a child of a service personnel
- EAL -English as an Additional Language
- Special Educational Needs or Disability
- Attendance and punctuality

### **SEND arrangements and identification process**

Under the SEND Code of Practice, 2015 there are four broad categories of need. These are:

- **Communication and interaction**- – these children have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autism Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. Children may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- **Cognition and learning** - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

- **Social, mental and emotional health** - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- **Sensory and/or physical** - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

At Richard de Clare, we identify children as having Special Educational Needs if they have difficulties in one or more aspects of school life, which, as a result, require the provision of support and/or resources that are different from or additional to those provided for children of the same age. The process of identification is multi-dimensional, for example:

- when concerns are raised by parents/carers, teachers or the child
- when limited progress is being made in accordance with age-related expectations.
- if there is a change in the child's behaviour or attainment
- when concerns are raised by external agencies (e.g. GP)
- if information is provided from the previous setting

**Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. When we identify an area of need, we work with parents/carers and outside agencies to work out what action we need to take.**

## **A Graduated Approach to SEND**

**At Richard de Clare, the method of identification and provision follows a graduated approach.**

All teachers are teachers of children with special educational needs. Each child's education will be planned for by the class teacher as part of quality first teaching. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the class teacher or learning support assistants in class. Class teachers regularly monitor and assess children's learning and progress.

If a child's needs are not sufficiently responsive to these differentiated strategies and interventions, then the child's teacher will offer provision or interventions that are different from or additional to those provided as part of the school's usual working practices. There may be run by the teacher or Learning Support Assistant. The length of time of the intervention may vary according to need but will be monitored regularly. Interventions will be reviewed by the SENCo to measure impact and inform future planning.

If a child has higher level needs this may result in the creation of a One Plan. This 'One Planning' process involves the family, child and other relevant professionals. This process will identify planned outcomes for the child and how they may be achieved. A child is added to the SEND register when provision is different from and additional to that provided through classroom support. An 'Assess - Plan - Do - Review' cycle is implemented. This is revisited, refined and revised with a growing understanding of the child's needs.

### **Assess**

The class teacher working with the SENCo carries out an assessment of the child's needs based on the teacher's experience of the child, their previous progress and attainment, the views of parents or carers, the child's own views and, if relevant, advice from external support services. This assessment is reviewed termly.

### **Plan**

The teacher and the SENCo agree in consultation with the parent or carer and the child, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a timescale. A One Plan is put in place. All teachers and Learning Support Assistants who work in the class are made aware of the child's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

### **Do**

The class teacher remains responsible for working with the child each day. The class teacher works closely with any Learning Support Assistant or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo supports the class teacher in doing this and in the further assessment of the child's particular strengths and weaknesses, advising on the effective implementation of support.

## **Review**

The impact and quality of the support and interventions are evaluated, along with the views of the child and their parents or carers. This helps to feed back into an understanding of the child's needs. The class teacher, working with the SENCo, then revises the support in light of the child's progress and development. Any changes to the support and outcome, in partnership with the parent or carer and child, are detailed in the One Planning process.

When a child's needs are more complex, the school may request the local authority to carry out an assessment of educational, health and care needs with a view to developing an Education, Health and Care Plan (EHCP) to support the child's needs. This is developed in collaboration with the family, child and as appropriate, other relevant professionals. Parents/carers can access additional information from the Essex Local Offer which can be found on the Local Offer website [www.essexlocaloffer.org.uk](http://www.essexlocaloffer.org.uk)

## **Managing Pupil Needs on the SEND Register**

A child is added to the SEND register when provision that is 'different from and additional to' quality first teaching is consistently provided across the curriculum and a personalised plan is necessary for the child to access it. Where the child requires further support the SENCo will consult with external agencies, where appropriate, in consultation with parents/carers and the child.

Class teachers, parents/carers, children and the SENCo work together to create a person-centred support plan with clear outcomes. The class teacher, supported by the SENCo, is responsible for delivering the plan and to evidence progress according to the outcomes agreed. Plans are reviewed on an agreed date following the 'assess, plan, do, review' process at least three times a year.

## **Criteria for exiting the SEND Register**

If the progress made means that the child no longer requires continued and consistent additional school intervention support then they will be removed from the SEND register. This will be discussed with parent/carers and the child at the review stage of the 'assess, plan, do, review' cycle. The child will be monitored to ensure progress is maintained.

## **Supporting Children and Families**

At Richard de Clare we work hard to promote active involvement of parents and carers within their child's education. We strive for an active partnership and believe that they have much to contribute to our support for children with a range of needs.

When school or parents/carers feel that support from outside agencies is required, to support a child further, we will work together to access this pathway and implement recommendations in school. Parents/carers would be expected to mirror such support at home and an open dialogue about progress or concerns is encouraged.

### **Parents are kept informed through:**

- Planning and review meetings
- Termly meetings with the class teacher
- Termly reports
- Informal discussions with the class teacher or SENCO;
- EHC plan reviews
- Regular contact between home and school, e.g. home/school book and e mail.
- Joint visits with other professional services, where appropriate

### **Parents are helped to support their child's learning through:**

- The class teacher or SENCo may suggest additional ways of supporting a child's learning alongside set homework activities.
- Outside agencies such as Speech and Language Therapists and Occupational Therapists may suggest programmes of study to use at home.
- Informal opportunities to meet with a child's class teacher throughout the year.

For further information, Richard de Clare's SEND Information Report is available on the school website.

## **Monitoring and Evaluating SEND Provision**

SEND provision is monitored by:

- SENCo observations of interventions;
- Pupil progress meetings and tracking using assessment data;
- Senior Leadership Teams analysis of relevant data;
- Book scrutiny;
- Performance management observations and discussions;
- Feedback from parents through questionnaires;
- Annual reviews and 'One Planning' meetings and paperwork;
- SENCo observation of pupil progress;
- Pupil perceptions.

Evaluation and monitoring arrangements inform the 'assess, plan, do review' cycle for the whole school and SEND.

## **Inclusion of pupils with English as an additional language**

EAL pupils are not considered to have a Special Educational Need but are seen to benefit from the ability to live and learn in more than one language. We strive to recognise and celebrate cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents.

### **Provision**

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English. The following provision can be expected:

- Initial assessment of EAL stage
- Pupils will be put in groups which match their academic ability
- Work in class will be differentiated for the pupils to lessen linguistic difficulties without significantly reducing academic challenge
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary

A pupil will not be placed on the SEND register for reasons of EAL.

## **Inclusion of pupils who are very able and/or talented**

The term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well-developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning. A very able or talented pupil should be identified using a variety of methods. The specific procedure will vary according to subject area but will include elements of the following:

- Teacher nomination
- Assessment results
- Specialist teacher identification
- An outside body (such as a sports club)

### **Provision**

The needs of the majority of pupils should be fully met through differentiation within lessons and in some subjects the set in which they are taught. However, Able and Talented children will need to be extended in the area(s) for which they are placed on the list; this should build on existing school provision and not be an entirely different programme of study. We offer a range of extra-curricular activities for our children. These activities offer very able and/or talented children the opportunity to further extend their learning in a range of activities. Opportunities include a range of sporting and musical clubs and participation in external competitions and events.

## **Supporting Children with Medical Conditions**

We recognise that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Supporting pupils with Medical Conditions: statutory guidance DfE April 2015.

Children with an identified medical condition have an Individual Health Care Plan which is written in partnership with the parents/carers and where appropriate by medics supporting the child. We provide staff training to support the medical needs of children and regularly share and update information with relevant staff. First Aid training is updated in accordance with requirements.

## **Training**

All staff are encouraged to participate in relevant training and to maintain their professional development for the duration of their time in our school. The SENCo attends regular cluster meetings to keep up to date with developments in SEND and inclusion. Training may be supplied from outside agencies, the local authority, Statutory Assessment Service or may be provided by skilled staff in school.

## **Accessibility**

Richard de Clare has an Accessibility Plan and Strategy that is available from the school website, <https://www.richarddeclare.com>

## **Complaints**

All complaints are dealt with in line with the Trust's Complaints Policy which is available on our website.

## **Monitoring, Evaluation and Review**

The policy will be promoted and implemented throughout the school and will be monitored by the SENCo, Head of School, Executive Headteacher and Governing Body.

**Review date: Summer Term 2021**