



Policy for Inclusion

"I am able to do all things through Him who strengthens me" Phillipians 4:13

Reviewed: November 2024

Agreed: Governors meeting 20/11/24

Next review date: November 2027

We cultivate a rich environment in all we do so that the school community, have the right to Learn, Enjoy, Grow, developing spiritually and having awe-inspiring learning experiences. Our children learn within a culture of acceptance, build resilience and flourish in unique ways, underpinned through the teachings of Jesus, through God and in his world.

As a Church of England School, we understand that children are a gift from God and are to be valued and nurtured as individuals who are in their maker's image. Because of this principle, relationships within the school should be conducted in the light of values of care and concern for one another that are focused in the Christian gospel and also upheld within other faith communities. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Teynham CE Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- minority ethnic and faith groups, travellers, asylum seekers and refugees
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are looked after by the local authority, have previously been looked after by the local authority, currently have a social worker or have previously had a social worker
- those who are in kinship care
- others such as those who are sick; those who are young carers; those who are in families under stress, including financial;
- any learners who are at risk of disaffection and exclusion

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Teynham CE Primary

School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

1. School Arrangements

Aims

The specific aims of our inclusion policy are as follows:

- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
 - To provide full access to the range of activities offered by the school through differentiated planning by class teachers, SENCO, and support staff as appropriate.
 - To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
 - To ensure that all learners make the best possible progress
 - To ensure parents are informed of their child's additional needs and that there is effective communication between parents and school
 - To ensure that learners express their views and are fully involved in decisions which affect their education
 - To promote effective partnership and involve outside agencies when appropriate.

Roles and Responsibilities

All members of the school community work towards the schools aims by:

- using the school's procedures for identifying, assessing and making provision for pupils with additional needs
- sharing a commitment to inclusion and a partnership approach to provision

Teachers have responsibility for managing the day to day work of the teaching assistants
The Special Educational Needs Co-ordinator (SENCO) at Teynham CE Primary School is
Mrs E Butler.

The SENCO is responsible for:

- the daily implementation of the school Inclusion Policy
- liaising with and advising teaching staff and teaching assistants on inclusion matter
- organising and line managing the teaching assistants
- co-ordinating the provision for children with additional needs
- overseeing the records of all children with Special Educational Need Disability (SEND) and regularly updating the SEND register
- organising SEND resources
- liaising with parents of children with additional needs
- contributing to the in-service training of staff
- participating in relevant District Network Meetings
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
 - To be a named Designated Safeguarding Lead.

The headteacher has strategic responsibility

- to oversee provision for children with special educational needs
- to keep the governing body fully informed
- to work closely with the SENCO to co-ordinate provision
- to be a named Designated Safeguarding Lead.

The leadership team work towards the school's aims by:

- taking responsibility for devising and implementing this Inclusion Policy through widespread consultation
- monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- establishing appropriate staff and funding arrangements.

The governing body has appointed Mrs M Stratton as the governor who takes a particular interest in and monitors the school's work on behalf of children with additional needs. In co-operation with the Headteacher, the governing body determines the school's general policy and approach to the provision for children with additional needs in order to:

- establish the appropriate staff and funding arrangements
- maintain a monitoring oversight of the school's work.

It is also responsible for reviewing the Inclusion Policy.

Admissions

This School strives to be a fully inclusive school. Children who meet the admission criteria will be admitted to school, provided the appropriate level of facilities is available to meet their individual needs. An outline of any additional needs is requested from parents or carers when they make initial enquiries about places. When a place is confirmed further details will be requested from the child's previous school. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with an Education Health Care Plan educated in mainstream education, the LEA must provide a place, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility. All children, including those with special needs, will be expected to follow the behaviour policy.

Summaries of all the policies are available via the school website or available on request to parents.

2. Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional provision through Special Educational Needs Support (SENS)

The Kent Criteria for SEN are used as our criteria for Special Educational Needs Support.

For a child who is not making adequate progress, despite a period of extra support, and in agreement with the parents/carers, the school may apply for High Needs funding, in order to provide a higher level of support. Should this level of support not prove adequate, particularly if the school and parents/carers agree that the child's needs are such that they may require specialist provision, then the school may request the LA make a statutory assessment in order to determine whether it is necessary for the child to have an Education Health Care Plan (EHCP). If it is agreed that the issuing of an EHCP is necessary, then the pupil's SEN and provision will be summarised in the EHCP document. This will need to be reviewed annually. The school undertakes to carry out the specific requirements as outlined in the EHCP. Provision/action that is additional to or different from that available to all will be recorded on a Provision Map, which will briefly outline the intervention being used and a target for the child. Provision Maps are reviewed three times a year, and may be also used for children receiving short-term interventions who are not deemed to have special educational needs. Each class will have a class provision map which is reviewed and updated three times a year, following Pupil Progress Meetings with each class teacher, the Senco and the Head and/or Deputy Headteacher. Pupils who have High Needs funding or an EHCP will have an individual Provision Plan. This will be written by the teacher and the teaching assistant, over-seen by the Senco and may also involve consultation and advice from external agencies.

The Provision Plan will set targets for the pupil and will detail:

- the short-term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The plan will be reviewed three times a year and the outcomes will be recorded. Pupils will participate in the review process. Parents / carers are also invited to participate in the targetsetting and review process.

For pupils who have an EHCP, their progress and the support outlined in their plan will be reviewed annually, known as an Annual Review, and a report provided for the Local Authority. In case of complaint regarding special needs provision, the procedure outlined in the school's complaints policy will be followed.

3. Partnership Within and Beyond the School Staff Development

- The SENCo will identify the SEN training needs within the school, and will co-ordinate CPD for staff to best meet the needs of the pupils.
 - All staff are given opportunities for INSET to develop their confidence and skills in working with all groups of children.
 - Governors are invited to attend any school-based training.
 - Early Career Teachers (ECTs) will access specific training and induction programmes.

Partnership with parents

We aim to promote a culture of co-operation with parents, as the school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. We will do this by:

- ensuring all parents are made aware of the school's arrangements for SEND including the opportunities for meetings between parents and SENCO
- involving parents as soon as a concern has been raised. This may be done at a parental consultation or by personal appointment with the class teacher.
- supporting parents' understanding of external agency advice and support.

Children will be also be encouraged to participate in as many of the decision-making processes as possible, and to contribute to the assessment of their needs, the review and transition processes.

External Services

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs, e.g.

- The school receives regular visits from the nominated Education Welfare Officer for the area.
- In addition, the school may seek advice from specialist teaching and learning services for children with additional needs.
- The speech and language therapist contribute to the reviews of pupils with significant speech and language difficulties if they have an EHC plan.

Links with other schools

- We will ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes for children.
- We will consult the LA and governing bodies of other schools, when it seems to be necessary or desirable in the interests of the co-ordinated special educational provision in the area as a whole.
- We will collaborate with all other support services and agencies involved with the child and parents and, where appropriate, make joint planning arrangements.

Policy review

- This policy will be reviewed bi-annually
- It is the responsibility of the governing body
- An important part of the review will be the evaluation of the effectiveness of the policy in raising the attainment of children.