

Broughton Fields



Inclusion Policy

October 2019

BROUGHTON FIELDS SCHOOL

INCLUSION POLICY

Current Profile of the School

At Broughton Fields School the role of the Inclusion Manager (IM) is fulfilled by the Deputy Headteacher. They have responsibility for the learning of children who have additional needs:

- Those speaking English as an Additional Language (EAL)
- Those from a Black or Minority Ethnic background (BME)
- Those with Special Educational Needs (SEND)

Children at Broughton Fields with additional needs are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring that all contribute to the social and cultural activities of the school.

Regular reports keep governors up to date with the percentage of children in each of the different groups in school, including SEND, BME and EAL. These numbers fluctuate constantly throughout the year as children move in and out of the school and as a result of ongoing assessment of the children's progress.

Statement of Principle

The following principles apply to this policy throughout

- It is the responsibility of staff to have high expectations of all children and to value all children equally.
- The aims of education for children with additional needs are the same as those for all children, that they achieve their full potential. The help children need in progressing will be specific to their needs.
- It is the responsibility of all staff to identify and meet the needs of all children in their care. In this they can draw on the resources of the whole school.
- All children are entitled to achieve success.
- All children with additional needs should be taught together with their peers for as much of the time as possible and join in all activities in school, as far as is reasonably practical.
- Partnership with parents plays a key role in enabling children with additional needs to achieve their potential. Parent's views should always be taken into account.
- Consideration of additional needs crosses all curriculum areas and all aspects of teaching and learning.
- Good practice for children with additional needs is good practice for all children.
- Any child may have additional needs at some stage of their education.
- Children with emotional and behavioural difficulties have additional needs.

Aims

At Broughton Fields School we aim

- To address the needs of all pupils who may have additional needs.
- To provide access for all children to a broad and balanced curriculum.
- To secure effective assessment and provision for any additional needs children might have in partnership with parents, children, school, LA and other agencies.
- To provide education appropriate to the needs of individual children
- To develop specific skills and talents

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- To develop the whole child and meet their social and intellectual needs
- To meet their needs by building on the general provision
- To increase knowledge and understanding of issues relating to inclusion

We will

- outline a procedure for the identification, provision, monitoring and evaluation for children with additional needs.
- identify additional needs as early as possible with reference to consistent criteria.
- provide support and programmes of work to meet the need.
- keep records of attainment and support, evaluate effectiveness and identify future targets.

The role of the headteacher

The headteacher is fully committed to children with additional needs and the day to day management of procedures is delegated to the IM. Resources are allocated to SEND through the school budget to meet the requirements of the Code of Practice.

The headteacher will

- make all staff aware of the needs of pupils with additional needs.
- have an overview of the additional provision and provide strategic direction.
- attend review meetings when necessary.
- manage and provide resources, administrative and professional support necessary for the IM to carry out their duties.
- provide opportunities for professional development of the IM.
- monitor the effectiveness of the Inclusion policy and its implementation.
- evaluate the effectiveness of additional provision in relation to raising standards for all pupils.

The role of the IM

The IM will:

- keep an up to date register and oversee the records of all children with additional needs using Provision Map, SIMS and Target Tracker.
- oversee the day-to-day operation of the school's Inclusion policy.
- co-ordinate provision for children with additional needs.
- ensure that any barriers to learning are reduced and access to the curriculum is adequately supported.
- liaise with and advise fellow teachers on curriculum modification and differentiation.
- support teachers in reviewing SEN Support Plans and individual targets
- lead review meetings between teachers and parents as appropriate
- co-ordinate the arrangements for Annual Review meetings and ensure necessary reports are passed to Local Authority.
- liaise with parents of children with additional needs when required.
- contribute to the in-service training of staff.
- liaise with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
- meet with other SENDCO's & IMs within the liaison group
- monitor the effectiveness of provision and the progress made by children with special educational needs

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The role of the class teacher

Children with additional needs are the responsibility of all teachers. The class teacher will

- identify children with additional needs.
- plan work at an appropriate level to ensure access to learning for all children.
- set annual and end of Key Stage curriculum targets.
- ensure that individual targets are incorporated into planning.
- plan and oversee the work of teaching assistants or others designated to work with children.
- monitor the progress of children with additional needs in relation to the rest of the class.
- provide information to the IM about progress, achievements and attainment of children with additional needs.
- provide information and reports, as necessary, for other agencies involved in supporting a child with additional needs.
- provide reports for annual reviews and other statutory procedures.
- support children to provide their own reports for annual reviews.
- alert the IM to any concerns about barriers to learning for any child.
- work with the IM to review and write support plans and individual targets for children with special educational needs and share these with parents.

The role of the Teaching Assistant

Teaching Assistants often play an important role in supporting children with additional needs. The Teaching Assistant should

- be supported and directed by the class teacher at all times.
- be involved in planning and review of the provision.
- receive guidance on appropriate teaching and support strategies.
- provide feedback to the class teacher and IM.
- have opportunities for continuing professional development.
- contribute to the writing of support plans and individual targets and their delivery.

The role of the Governing Body

The Governing Body has legal duties under the School Standards and Framework Act 1998. The Governing Body has one governor with special interest in Inclusion who visits the school to discuss and observe provision with IM.

At Broughton Fields School we encourage the involvement of the governing body in all aspects of school as well as meeting its legal duties to

- see that necessary arrangements are made for children with additional needs.
- make sure that the headteacher makes all staff aware of the needs of pupils with additional needs.
- make sure that teachers are aware of the importance of identifying pupils with additional needs.
- make arrangements for children with additional needs to join in everyday activities of school whenever possible.
- consult with LA and governing bodies of other schools when necessary.
- take account of Code of Practice when carrying out their duties towards children with SEND.

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Annual Report to the Governors Information

This should include:

- Number of pupils on the SEND register at each stage;
- Details of any pupils currently undergoing EHC Plan assessment;
- Number of pupils who speak English as an Additional Language and a broad breakdown of their distribution;
- Number of pupils who are from an Ethnic Minority and a broad breakdown of their distribution;
- The success of the Inclusion policy and it's supplements since the last report;
- Any significant changes in this policy since the last report;
- Any consultation carried out with the governing body by the LEA under section 159 of the Education Act 1993;

All governors should be quite clear as to their responsibilities under the 1993 Education Act for children with SEND and without statements or Education, Health and Care Plans.

Evaluation of Success

The governors will evaluate the success of this policy by enquiring how effectively pupils with additional needs participate in the whole curriculum and all activities.

In particular the governors will come to judgments about:

- the views of parents on the working of parent partnerships
- the effectiveness of the provision in meeting needs
- how well pupils with additional needs take part and make progress in the whole curriculum of the school
- the level of independence achieved by individual pupils with additional needs
- how resources have been allocated to and between pupils with additional needs
- details of how many statutory assessments have been made and the number of visits from specialist teachers, other agencies and educational psychologists
- the cost-effectiveness of the provision made.

H Hughes October 2019

Agreed by Governors

Signed.....

Date.....

Date of next review: October 2020