



# Whole School Inclusion Policy

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## Whole School Inclusion Policy

### 1. Introduction

This policy reflects the values and philosophy of Bury CE School in relation to inclusive teaching practices. It provides a framework to which teaching and non-teaching staff can operate and give guidance on planning, teaching and assessment.

There is an agreed Equality Scheme in place, covering Disability, Gender and Race.

### 2. School Ethos

The school staff, governors, parents and most importantly, children, work together to create a caring and friendly atmosphere. We believe that this active partnership is vital to the life and work of the school. We are a school where we are all learning and it is safe to make mistakes and take controlled risks. Mistakes are forgiven, and seen as opportunities for improvement. This positive approach to school life spans all areas of the curriculum and all school activities.

### 3. Aims of the school

The broad aims of the school are:

- to enable the child to realise his/her potential through the acquisition and development of the necessary skills, concepts and knowledge
- to foster the intellectual, physical, aesthetic, spiritual, emotional, moral and social development of each child
- to promote an awareness around mental health and support for all
- to provide an ordered, stimulating environment, which is meaningful in the context of children's experience
- to foster kindness and understanding between children and their peers in relation to differences of any kind – cultural, physical or intellectual
- to enrich experiences with the variety of culture, linguistic and social backgrounds within our school and its neighbouring community
- to foster good manners, self-discipline and awareness of the needs of others.

### 4. Aims of the Policy

We have a responsibility to provide a broad and balanced curriculum for all our pupils. The National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils.

This policy sets out the following principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- different groups of pupils are all able to see the relevance of the curriculum to their own experiences and aspirations
- all pupils, regardless of ability, have sufficient opportunities to succeed in their learning at the highest standard.

Planning an inclusive curriculum means thinking about shaping the curriculum to match the needs and interests of the full range of learners. These include:

- the gifted and talented;
- those with special educational needs and disabilities (SEND);
- pupils who have English as a second language;
- pupils of different ethnic groups including travellers, refugees and asylum seekers;
- pupils who have Free School Meals;
- pupils in receipt of the Pupil Premium;
- pupils who have significant medical needs;
- the different needs of boys and girls.
- Pupils with mental health needs

We will have regard to the Inclusive Teaching Checklist (see Appendix A). Pupils will also bring to school a range of cultural perspectives and experiences, which can be reflected in the curriculum and used to further pupils' understanding of the importance of the issues of diversity.

This policy also describes in detail the procedures and systems which have been established for meeting the objectives of providing an integrated education for all children with special educational needs, whilst aiming to provide the entitlement of access to a full and balanced curriculum, including the National Curriculum. It also provides guidance on how the school identifies and differentiates the curriculum for those children identified as gifted and talented.



## 5. Special Educational Needs and Disabilities (SEND)

### 5.1 General Philosophy

The Children and Families Act 2014 introduced significant reforms to Special Educational Needs and Disabilities (SEND) from 1st September 2014. The vision for reform was based upon:

- High expectation and aspirations for all;
- Children and parents are placed at the centre of everything;
- Early identification of need;
- Integrated assessment between health and education;
- High quality provision;
- Focus on outcomes.

At Bury School we follow the fundamental principles of the SEND Code of Practice (2014), which are:

- a child with SEND should have their needs met;
- the SEND of children will normally be met in mainstream schools or early education setting;
- the views of the child and parents should be sought and taken into account;
- parents have a vital role to play in supporting their child's education;
- children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

Special Educational Needs are defined in the revised Code of Practice and 1996 Education Act as follows:

- *A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- *A child of compulsory school age has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age.*

*Class and subject teachers, supported by the Senior leadership team and Inclusion leader, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:*

- *is significantly slower than that of their peers starting from the same baseline;*
- *fails to match or better previous rates of progress;*
- *fails to close the attainment gap between the child and their peers;*
- *widens the attainment gap.*

*This can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.*

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- they must not directly or indirectly discriminate against, harass or victimise disabled children and young people;
- they must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

The SEND Code of Practice (2014) states:

*High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.*

*Early years providers, schools and colleges should know precisely where children and young people with SEND are in their learning and development. They should:*

- *ensure decisions are informed by the insights of parents and those of children and young people themselves;*
- *have high ambitions and set stretching targets for them;*
- *track their progress towards these goals;*



- *keep under review the additional or different provision that is made for them;*
- *promote positive outcomes in the wider areas of personal and social development;*
- *ensure that the approaches used are based on the best possible evidence and are having the required impact on progress.*

All class teachers are responsible for the initial identification and assessment of SEND; they also have responsibility for its provision within the classroom.

The first response should be high quality teaching targeted at a child's areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENDCO / Inclusion Leader, should assess whether the child has SEND. While informally gathering evidence (including the views of the pupil and their parents) the school will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

(taken from the Code of Practice 2014)

At some time in their school careers all children may have SEND, for example social and domestic problems, medical problems, mental health difficulties, undue pressure from home or school. All of these can lead to temporary or even permanent learning difficulties, which need to be identified at an early stage.

## 5.2 Policy into Practice

Translating the principles of the National Curriculum into daily provision for pupils with SEND begins with existing good practice.

The approach which is used is:

**Assess** - the child's needs;

**Plan** - the appropriate interventions and support;

**Do** – implement the interventions;

**Review** – the impact of the interventions and progress.

In order that children do indeed have access to a broad and balanced curriculum, three basic elements need to be addressed:

- the teaching needs of pupils with SEND
- school strategies for meeting SEND
- the learning environment.

The teaching needs of all pupils, particularly children with SEND require:

- positive attitudes from staff;
- partnerships with teachers which encourage them to become active learners, helping to plan, build and evaluate their own learning programme wherever possible;
- a climate of support in which self-confidence and self-esteem can grow and in which pupils with SEND can experiment without fear of criticism or failure;
- an emphasis on records of achievement to promote self-assessment and to record the coverage of the National Curriculum;
- partnerships between home and school;
- extra support at times in order to access National Curriculum, whether through the SEND Co-ordinator, SEND Specialist Services, Occupational and Physiotherapy, Speech Therapists, medical agencies or Mental Health Professionals.

Children with SEND may be perceived by the class teacher as under achieving or not progressing as well as might be expected. In broad terms a child may exhibit:

- MLD Moderate Learning Difficulties, characterised by low attainment across the curriculum;
- SpLD Specific Learning Difficulties, where there is a mismatch between the child's potential and their actual performance in specific skills areas - often such pupils demonstrate an erratic profile of strengths and weaknesses;
- Social, Emotional or Mental Health Difficulties where learning is interrupted as a result of behavioural patterns;
- ADHD;
- SENDsory impairment; Including Visual or Hearing Difficulties.
- Physical disability including cerebral palsy, spina bifida, etc;
- Motor Processing Difficulties/Dyspraxia;
- Autism, PDA
- Other medical problems.

Some children will fall into more than one category of SEND. Some children's needs may be severe enough to warrant an Education, Health and Care Plan (formerly a Statement). Some children will exhibit one or more such characteristics and yet not present learning difficulties. It is the teacher's professional judgement, in consultation with colleagues, and his/her



understanding and awareness of the individual, which is central to the special educational needs provision offered at Bury School.

One member of the teaching staff is designated to have an oversight and a co-ordinating role with regard to SEND provision. The SENDCO / Inclusion Leader, in conjunction with the rest of the Senior Leadership Team, will liaise with the appropriate support services. This teacher will form personal links with local agencies, such as the Early Help team, SEND Specialist Service, Speech and Language Therapy, Occupational and Physiotherapy, School Nurse and Doctor, other medical agencies and Local Authority sources such as the Statutory Assessment and Resources Team (START) with a view to forming close partnerships which will benefit children with SEND. At Bury School there are a number of Teaching Assistants who work with the children and an Administrative TA who assists the SENDCO / Inclusion Leader with necessary administration duties.

The key responsibilities of the SENDCO / Inclusion Leader may include:

- overseeing the day-to-day operation of the school's Inclusion Policy;
- co-ordinating provision for children with SEND;
- advising on the graduated approach to providing SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of pupils with SEND;
- liaising with early years providers, other schools, SEND Specialist Services, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the Local Authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- working with the SLT and Local Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- ensuring that the school keeps the records of all pupils with SEND up to date.
- Ensuring Teaching Assistants are working effectively and have up to date training.

### 5.3 Facilities

Children with SEND are admitted into school in accordance with our whole-school admissions policy.

### 5.4 Resources

Funds are allocated to SEND according to current need and the development plans objectives. This funding is used to provide teaching support for children with SEND and the provision of appropriate learning and teaching materials. We use a variety of resources for assessment and identification purposes, including Provision Mapping and individual tracking. Resources are generally available to all staff, non-teaching staff and support staff. Handwriting and Social Skills resources are also available. A range of differentiated work is prepared and structured by class teachers and Teaching Assistants.

The Inclusion leader has a responsibility to signpost parents to appropriate organisations for support.

### 5.5 Identification, Assessment and Provision

A clear and defined system for identifying and acting upon SEND is set out in the Code of Practice (2014) on the identification and assessment of special educational needs. Where provision is over and above normal classroom differentiation, individual targets will be written and implemented as appropriate.

Broad Areas of Need:

- Cognition and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### SEND Support

When a class teacher identifies that a pupil has SEND – the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer.

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. A Pupil Passport will be completed to highlight pupils' needs and the provision to meet their needs, and an Assess/Plan/PO/Review (ADPR) record will be started.
- The SENDCO / Inclusion Leader will assist in planning future interventions for the child in discussion with colleagues and monitor and help the teacher review the action.
- If necessary TA support will be provided.
- SENDCO / Inclusion Leader and class teacher, in consultation with parents, ask for help from external services.
- Class teacher and SENDCO / Inclusion Leader are provided with advice or support from outside specialists.



### Education, Health and Care Plan

*SEND support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEND support.*

(Code of Practice 2014)

This will be completed in consultation with the parents, child, class teacher, SENDCO / Inclusion Leader and any other professionals who have been involved. This will involve a high level of recording following the Assess, Plan, Do, Review approach and will also be reflective of threshold documents.

Wherever possible, the SENDCO / Inclusion Leader will be responsible for the completion of all relevant paperwork at all stages. However, the class teachers advice on a child's capabilities and needs will be sought.

### Local Offer and SEND Information Report

The school will produce an SEND information report which outlines the school's approach to SEND. This will be available via the school website.

The Local Authority will produce a Local Offer which will also be available via the school website. This should set out in one place information about provision expected to be available across education, health and social care for children and young people in the LA area who have SEND or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', Local Authorities should include provision which they believe will actually be available.

### 6 Pupils with Disabilities

Not all pupils with disabilities will necessarily have special educational needs. Many pupils with disabilities learn alongside their peers with minimal need for additional resources beyond the aids, which they use as part of their daily life, such as a wheelchair, a hearing aid or equipment to aid vision. Teachers must take action, however, in their planning to ensure that these pupils are enabled to participate as fully and as effectively as possible within the national curriculum and the statutory assessment arrangements. Potential areas of difficulty will be identified and addressed at the outset of work, if possible without recourse to the formal provisions for disapplication.

Teachers should take specific action to enable the effective participation of pupils with disabilities by:

- planning sufficient and appropriate amounts of time to allow for the satisfactory completion of tasks;
- planning opportunities where necessary for the development of skills in practical aspects of the curriculum;
- identifying key aspects of programmes of study and attainment targets which may present specific difficulties for individuals.
- Ensuring access to equipment or aids required.

### 7 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 this country, previous educational experience and their skills in other languages. Careful monitoring of each pupils progress in the acquisition of English language skills and of subject knowledge and understanding will be 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 need to be ahead of their communication skills in English. Teachers should plan learning opportunities to help pupils develop their English and aim to provide support they need to take part in all subject areas.

### 8 Gender

Teaching approaches that provide equality of opportunity include:

- ensuring that boys and girls are able to participate in the same curriculum, particularly in science, design and technology and physical education;
- taking account of the interests and concerns of boys and girls by using a range of activities and contexts for work and allowing a variety of interpretations and outcomes, particularly in English, science, design and technology, ICT, art and design, music and physical education;
- avoiding gender stereotyping when organising pupils into groups, assigning them to activities or arranging access to equipment, for example in science, design and technology, ICT, music and physical education.



### **9 Children with Medical Conditions**

The SEND Code of Practice states:

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEND, their provision should be planned and delivered in a co-ordinated way with the healthcare plan. Schools are required to have regard to statutory guidance 'Supporting pupils at school with medical conditions'.

We have a named Governor who is responsible for monitoring this.

### **10 Partnership with Parents**

The involvement of parents and pupils in a partnership to support learning is crucial in determining educational outcomes. Where parents and pupils are actively involved with schools in the development and planning of the pupil's education, inclusion is more likely to prove successful.

Parents are informed of any concerns a teacher may have. Parents are also informed through a consultation meeting when a child is identified as 'SEND Support'. Parents are involved as far as possible with the work which teachers set for children with SEND and are often asked to support this at home. Parents are encouraged to work with all school staff and attend all review meetings to ensure that the outcome for their child is positive. Parents' views will always be sought. Parents must have SEND records shared with them at least twice per year, but usually more frequently.

### **11 Record Keeping and Assessment**

Assessment and record keeping procedures aim to ensure that all groups of pupils are working at the appropriate levels. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents. Careful tracking of all groups takes place regularly.

For those identified as 'SEND Support'-

- Further diagnostic tests may be carried out from time to time. Children at Bury School are assessed at regular intervals and this information is used to inform teachers and the SENDco / Inclusion Leader of any difficulties alongside continuous teacher assessments.
- Teachers should ensure SEND passport and APDR records are kept up to date. Inclusion leader must monitor.
- TAs record all outcomes of additional support given to children as appropriate.
- SATs at 7 and 11 are accessible to children with SEND, and can be modified by the class teacher for children with SEND. It is not the policy of Bury School to disapply the SATs with relation to pupils with Education, Health and Care Plans, as this denies access to an important part of the broad and balanced curriculum to which all children are entitled. This assessment is part of the process of delivering the National Curriculum to primary age children. It is however, recognised that it may be necessary in certain circumstances to modify the curriculum.

### **12 Access to the Curriculum and Integration**

It is recognised that support within the classroom has its place, as does withdrawal in certain circumstances. We aim for integration in all areas as far as is reasonably practicable, as regular withdrawal will affect access to the curriculum. Class teachers are responsible for their own organisation and teaching styles but it is recognised that differentiation of work will be a necessary tool for the accommodating of children with SEND in the classroom. The Headteacher and Inclusion leader will monitor this regularly. To further integrate children with physical SEND in particular, support staff are employed at lunchtimes for specific children where those concerned feel it to be appropriate.

### **13 External Support Services**

A range of support services are involved with children at Bury School. Through the early help process, services such as specialist teachers, EPs, OTs, Physios and Community Paediatricians can be accessed. The early help process will monitor access to these services with outcomes for identified pupils. There has been the opportunity of informal training on a number of occasions from the support services on a variety of SEND issues and we hope to maintain this on a regular basis. Support staff are also responsible, with the SENDco / Inclusion Leader, for the planning of any modification to the curriculum, in particular for children with physical disabilities in relation to PE.

### **14 Links with Other Services (Health Services, Social Services and Voluntary Organisations)**

We have strong links with the health service and the local Social Care Team through our Locality Team. These links may be supported by the use of the Cambridgeshire Early Help Assessment system or Common Assessment Framework.

### **15 Complaints Procedures**

Complaints about the provision or organisation of SEND will be dealt with through the procedures outlined in the whole school complaints policy.



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### 16 Monitoring and Evaluation

This policy will be the subject of ongoing review by the SLT, SENDco / Inclusion Leader, the named Governor for Inclusion and the teaching and non-teaching staff.

To assist with the monitoring process, the following should be considered:

- whether appropriate recording procedures are being consistently adhered to;
- the means by which the policy is being regularly communicated to all members of the school community, especially new and non-teaching staff, and is regularly and openly publicised;
- whether the policy continues to comply with all statutory requirements;
- to what extent the policy evolves in the light of emergent good practice elsewhere;
- the impact of the policy on pupils' attainment and behaviour and on the school's inclusive practice;
- the needs of the staff with regards to training.

### 17 Arrangements for Review of this Policy

This policy will be reviewed biennially.

*Date approved: 23<sup>rd</sup> March 2021*





## Appendix A Inclusive Teaching Checklist

### *Inclusive teaching checklist*

	Yes/No	Evidence
Has the teacher identified appropriate and differentiated learning objectives for all learners?		
Is there use of multi-sensory teaching approaches (visual, verbal, kinaesthetic)?		
Is there use of interactive strategies, e.g. pupils having cards to hold up or their own whiteboards or coming to the front to take a role?		
Is there use of visual and tangible aids, e.g. real objects, signs or symbols, photographs, computer animations?		
Does the teacher find ways of making abstract concepts concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources?		
Does the teacher use simplified and extended tasks, e.g. short, concrete text used by one group and long, abstract text by another, numbers to 100 by one group or to 20 by another?		
Are tasks made more open or more closed according to pupils' needs?		
Over time, does the teacher employ a variety of pupil groupings so that pupils are able to draw on each other's strengths and skills?		
Can all pupils see and hear the teacher and any resources in use (e.g. background noise avoided where possible, light source in front of teacher not behind, pupils' seating carefully planned)?		
Is new or difficult vocabulary clarified, written up, displayed, returned to?		
Does the teacher check for understanding of instructions, e.g. by asking a pupil to explain them in their own words?		
Are questions pitched so as to challenge pupils at all levels?		
Is the contribution of all learners valued – is this a secure and supportive learning environment where there is safety to have a go and make mistakes?		
Does the teacher give time and support before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until a pupil can answer correctly?		



	Yes/No	Evidence
Where extra adult support is available for underachieving pupils, is it used in ways that promote independence, protect self-esteem and increase pupils' inclusion within their peer group?		
Are the adults providing the support clear about what the individual or group is to learn?		
Does the teacher work directly with underachieving groups as well as with more-able groups?		
Are tasks clearly explained or modelled – checks for understanding, task cards or boards as reminders, time available and expected outcomes made clear?		
Are pupils provided with, and regularly reminded of, resources to help them be independent? (e.g. relevant material from whole-class session kept on display, word lists or mats, dictionaries of terms, glossaries, number lines, tables squares)		
Is scaffolding used (e.g. problem-solving grids, talk and writing frames, clue cards) to support learners?		
Has the teacher made arrangements (buddying, adult support, taping) where necessary to ensure that all children can access written text or instructions?		
Has the teacher planned alternatives to paper-and-pencil tasks, where appropriate?		
Does the teacher make effective use of ICT as an access strategy? (e.g. speech-supported or sign-supported software, on-screen word banks, predictive word processing)		
Is appropriate behaviour noticed and praised or rewarded?		
Are all learners involved in setting their own targets and monitoring their own progress?		