

HARBOURSIDE LEARNING *Partnership*

Inclusion Policy

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Harbourside Learning Partnership: Inclusion Policy

This policy should be read in conjunction with each school's Special Educational Needs and Disabilities (SEND) Information Report and the Disability and Accessibility Policy which are available on each school's website. This should also be read alongside Poole's local offer for SEN support in the Borough which is available via the link below:

<http://www.poolefamilyinformationdirectory.com/kb5/poole/fis/localoffer.page>

1.0 Vision for Inclusion

1.1 At Harbourside Learning Partnership, we are fully committed to promoting the inclusion of all children, whatever their age, ability, disability, creed, sex, gender, race or social background.

1.2 Inclusion within our schools not only promotes equality for vulnerable children and those with special educational needs or/and disabilities, but also encompasses inclusion with regard democracy, individual liberty, mutual respect, tolerance of different faiths and beliefs and inclusion in accordance with the rules and expectations of the classroom, school, local community and beyond.

1.3 Schools within the Harbourside Learning Partnership are committed to 'Closing the Gaps' for all individuals, nurturing a strong sense of self-worth and a positive attitude to learning. We believe that by developing high quality, inclusive provision we will help to create a caring and inclusive community.

1.4 Our vision is therefore of educational provision which is designed to meet a wide range of learning needs and which ensures that all pupils, including those with SEND:

- have equality of opportunity in accessing the full curriculum entitlement
- are helped in overcoming any disadvantage
- are encouraged to have high expectations and achieve their full potential
- have access to a continuum of provision to ensure that their ongoing needs can be met

2.0 Aims

2.1 The specific aims of our Inclusion policy are as follows:

- To provide equal opportunities for all groups of children, including those with diverse needs
- To safeguard the interests of all children and to ensure they each achieve their full potential

- To continually monitor the progress of all pupils, identify any further needs as they arise and to provide support as early as possible
- To identify pupils with special educational needs and disabilities and ensure that their medical, curriculum and holistic needs are met
- To support all our staff in meeting the needs of individual children through:
 - professional development
 - the sharing of good practice
 - the provision of resources
 - working with a wide variety of outside agencies
- To encourage pupils to develop a balanced attitude towards the different members of society so they are better prepared for the diversity of adult life.
- To plan for individual needs encouraging the strengths and interests of our pupils
- To ensure that pupils with SEN and disabilities are fully included in the school community and have the opportunity to participate in all school activities
- To actively encourage participation of parents in the education of their children especially for pupils with special educational needs
- To actively involve SEND pupils in discussions about their education and progress
- To continue to foster links with our pyramid schools and the wider community
- To become fully inclusive and to ensure that there is no discrimination in relation to:
 - admissions
 - education and associated services
 - employment
 - disclosing and recording information
 - excluding a pupil inappropriately (Disability Rights Commission, Code of Practice, September 2002) DDA
- To fulfil the requirements of the Statutory Equality Act (2010)
- To fulfil the requirements of the SEND Code of Practice

3.0 Definition of Special Educational Needs

3.1 *“A child has SEN 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*

a) has a significantly greater difficulty in learning than the majority of others of the same age, or

b) 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 in mainstream schools”

(SEND Code of Practice for 0 – 25 years, DfE, June 2014)

- A pupil has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for him/her. A child is said to have a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children the same age. A child must not be regarded as having a learning

difficulty solely because his/her language or medium of communication is different from the language in which he or she will be taught.

- A pupil has special educational need if he/she has a disability which prevents or hinders him/her from accessing education and require special educational provision to be made for him/her. Special educational provision means, for a child of two or over, educational provision which is additional to, or otherwise different from, that educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area. (Education Act 1996, Section 312).

3.2 We recognise that not all pupils with disabilities have SEN and not all pupils with SEN meet the definition of disability, however, this policy covers all of these pupils.

4.0 Roles and Responsibilities

4.1 The role of the Trust Board

- Determining HLP's general policy and approach to provision for children with SEND.

4.2 The Role of the Local Governing Body

4.2.1 The Local Governing Body of each school, in cooperation with the Headteacher, is responsible for:

- Ensuring that the school operates in line with the HLP policy
- Establishing the appropriate staffing and funding arrangements for pupils with SEND.
- Maintaining a general oversight of the schoolwork.
- Ensuring that there is a named Governor linked directly to the SENCo who is available to offer support.

4.2.2 *For further information on how the Local Governing body supports SEND pupils in regards to school admissions, please see section 9.0*

4.3 The School SEND information report

4.3.1 The Local Governing Body has a duty to annually publish information on their websites about the implementation of the policy for pupils with special educational needs. This is called the 'SEND information report'. For more information, as to what must be included in this report, please see appendix 1.

4.4 The Role of the Headteacher

4.4.1 The Headteacher has responsibility for day-to-day management of all aspects of the school's work, including the provision for children with SEND. The Headteacher keeps the

Local Governing Body fully informed and works closely with the SENCo and Senior Leadership team.

4.5 The Role of the Special Needs Co-ordinator (SENCo)

4.5.1 The role of the SENCo is:

- To identify children with special needs in collaboration with professional colleagues, through discussion, observation and through the monitoring and evaluation of formative and summative assessment information
- To maintain and update a register of all identified children
- To take a leading role in the day-to-day management of children with special educational needs and/or disabilities
- To liaise with class teachers in the administration of appropriate monitoring and screening procedures
- To advise teachers on target setting, planning, differentiation, teaching strategies and the matching of appropriate resources to children's special learning requirements
- To support colleagues with ideas, techniques, knowledge and research for the whole range of children with special needs, identifying training requirements when appropriate. (See Code of Practice Framework)
- To support teachers with recording strategies within a school support plan (SSP) when it is required
- To liaise with other schools and educational support services and coordinate the provision of any advice from outside agencies
- To prepare information for the LA budget requirements and the Annual audit.
- To liaise with parents and to encourage equal participation in the education and development of their child
- Ensure that pupil records are maintained and updated
- To report to the Headteacher and the Local Governing Body, the outcome of monitoring activities involving SEND pupils or the effectiveness of the school in delivering the aims of this policy

4.6 The Role of Teaching Staff

4.6.1 All teachers are responsible for ensuring inclusive practice and responding to the needs of any child who is becoming vulnerable academically, socially, physically or emotionally.

4.6.2 Teachers must ensure that appropriate provision is made for all the children in their classes to allow them to achieve.

4.6.3 Therefore, teachers are responsible for:

- Promoting a culture in which differences are valued
- Using materials that reflect a range of social and cultural backgrounds, without stereotyping
- Offering children who require it an appropriately differentiated curriculum in order to ensure access to and success in the full range of subjects
- Addressing racism, sexism and bullying
- Encouraging all pupils to participate fully, regardless of their disabilities or medical needs
- Having high expectations for each pupil, that are individualised and free from bias
- Writing individual support plans in liaison with the school SENCo
- Ensuring that any additional adults supporting a pupil are clear about their roles and responsibilities
- Informing parents of their child's provision, progress and involving them in setting key targets
- Keeping information about the progress of each pupil up to date

4.6.4 Within Partnership schools, all teaching staff follow their school's procedures to identify, assess, plan for and review children with SEND. Further information regarding the school's procedures and 'graduated response' to SEND can be found in section 6.0

5.0 Monitoring and Evaluation

5.1 The success criteria on which this policy may be judged are as follows:

- Teachers understand the aims of the policy and subscribe to the provision made.
- Teachers believe they have the resources necessary for teaching all of the children in their care
- Given the resources available, teachers believe that all children, including those with SEND are receiving the help they need and that they are making good progress
- Parents of children with SEND believe their children's educational needs are being met
- Parents and teachers believe they are working in partnership for the benefit of the child
- Children are happy with the provision being made for them
- Learning Walks identify effective support
- Quality First Teaching and effective planning/differentiation ensures inclusion and progress for all
- Children with SEND make good progress from their starting points

6.0 Pupils with a Special Educational Need or Disability (SEND)

6.1 Identification and assessment of a pupil with SEND

6.1.1 The assessments and concerns of teachers, parents and external specialists should be taken into account when ascertaining whether or not a pupil has SEND.

6.1.2 To do this, SENCos will assess individual placement within the 2015 Code of Practice framework by:

- Asking questions.
- Observing individual children to identify needs and individual progress.
- Obtaining information from continuous liaison with class teachers.
- Monitoring records of attainment, teacher assessments and SATs results.
- Reviewing a range of assessments are available to identify specific areas of need such as: the cognitive profiling system (CoPs); British Picture Vocabulary Scales (BPVS); Phonological Assessment Battery (PhAB); Wide Range Intelligence Test (WRIT).
- Using Dyslexic screeners where appropriate.
- Obtaining assessment reports and advice from the Educational Psychologist.
- Taking note of other outside agency advice and reports (Health, Social Services etc).

6.1.3 Where a school makes special educational provision for a pupil with SEN they should always inform the parents (SEND code of Practice 2015).

6.2 Reviewing Procedures: The Graduated response

6.2.1 All schools within the Partnership adopt a graduated approach with four stages of action: assess, plan, do and review, following the guidance set out in the SEND Code of Practice.

6.2.2 The Borough of Poole has developed more explicit guidance regarding the graduated response across the **4 areas of need**:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

6.2.3 These areas have been further broken down into 3 phases of support:

- Quality First Teaching
- SEN Support
- Statutory (EHCP) Levels

6.2.4 A copy of this document, which provides more detailed information on the graduated response is available from schools on request.

6.3 Request for Statutory Assessment

6.3.1 Schools may request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention following a graduated response, a pupil remains a significant cause for concern.

6.3.2 A Statutory Assessment might also be requested by a parent or outside agency.

6.3.3 In order to proceed with the statutory assessment, a school should have a range of information upon which it can draw, which may include:

- The actions followed from the graduated response that the school has already undertaken.
- Records and outcomes of regular reviews undertaken.
- A pupil's provision map.
- Information on the pupil's health and relevant medical history.
- Literacy/Numeracy attainment and information regarding the pupil's progress.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of the pupil's parents.
- The views of the pupil.
- Social Services/Educational Welfare Service reports.
- Information from any other involvement by professionals.

6.3.4 An Educational Health Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the Local Authority considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an Educational Health Care Plan.

6.4 Educational Health Care Plan - EHCP:

6.4.1 An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

6.4.2 In reviewing EHCPs, we follow the guidance from our local authority that reviews should take place:

- At the end of a key stage
- When a placement has changed
- When there has been a significant change in a pupil's level of need
- Annually, as appropriate (taking into consideration the criteria above)

6.4.3 In each school the Inclusion Leader / SENCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher
- The SENCO/Inclusion Leader

6.4.4 The aim of the review will be to:

- Assess the pupil's progress in relation to targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

6.5 Monitoring the Progress of SEND pupils

6.5.1 The progress of pupils with SEND will be monitored as detailed in the school's assessment policy but in addition to this all Partnership schools will ensure:

- Additional testing is used as appropriate/advised by outside agencies to gain more detailed information about a pupil's needs.
- Results of testing are shared with the Local Authority as part of the annual audit.
- Results of testing are used to contribute to the criteria for inclusion of child on SEND register (as per Borough's published SEND audit criteria.)
- School Support plans are reviewed and amended termly in light of the assessment information generated for each child. These need to reflect clear targets that are appropriate next steps for each pupil to work on. Copies of support plans must always be shared with parents.

6.6 SEN Resources and Teaching Materials

6.6.1 Each school's SENCo has oversight over the achievement of all SEND pupils in the school and working with the Headteacher and teachers, will direct resources to support pupil progress as required.

6.6.2 At Harbourside Learning Partnership, we recognise that the greatest resource are the teachers and any other additional adults that a pupil may be working with. Part of the role of the SENCo is to ensure that members of staff have up to date knowledge and strategies about how best to support their pupils and have access to books and equipment necessary to facilitate their work.

6.7 SEND Funding

6.7.1 Every school has a designated SEND budget and uses this to pay for a proportion of all EHCP plans. In some cases, a school may also receive additional funding from the Borough of Poole where the need of a pupil is particularly high in terms of adult support or specialist resources or provision. It is important to note that having an EHCP does not guarantee that a pupil will receive additional funding. In all cases, schools will address the needs of pupils through the 'graduated response'.

6.7.2 Funding is normally spent on:

- Teaching Assistants and other support staff e.g. SENCo release
- More detailed assessments (e.g. SENISS)
- Specialist equipment
- Staff training
- Specific programmes of learning to meet individual needs
- Interventions

6.8 Partnership with Parents

6.8.1 All parents of children with SEND should be treated as partners. We recognise that parents have considerable knowledge and experience which should be acknowledged and shared. All schools within the Partnership aim to work with parents to support them to:

- Play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated and supported
- Have access to information, advice and support during assessment and any related decision making process about SEN provision

6.8.2 We aim to ensure parents are:

- Welcomed and encouraged to discuss their child's needs openly with the class teacher and SENCo so that planning is based on the "whole needs" of the child.
- Given regular access to information regarding their child's support and progress through Parent Teacher Interviews, review meetings and individual appointments at other times.
- Informed of who to contact regarding their child's SEND, both within school and the availability of independent support from Poole SEND IASS (Poole Special Educational Needs and Disabilities Information, Advice and Support Service).

7.0 Vulnerable Learners

7.0.1 A child may be deemed vulnerable as a learner when they start school, or at any point throughout their school life if they are not achieving in line with their peers or are not reaching their full potential over a measured period of time. Strategies for support will come in the first instance through Quality First Teaching, differentiation, intervention, specialist in school support or additional TA support. If these strategies are not successful, the Class Teacher or SENCo will initiate further investigation and will respond as outlined within the 'graduated response'.

7.1 Disadvantaged pupils

7.1.1 Disadvantaged learners are pupils who either currently, or in the last 6 years, have met the eligibility criteria for free school meals. In most cases, schools receive extra funding to support the provision of disadvantaged learners within their school, which is currently £1300 per pupil. For more information as to how each school within the Partnership has allocated funding, including ways in which the schools have worked to ensure all disadvantaged pupils have access to all aspects of school life, please refer to the individualised pupil premium strategies, which are available on each school's website.

7.2 HM Armed Forces

7.2.1 Pupils who have been identified as having one or both parents in the armed forces will be offered the same opportunities as every other child. Support will be put in place as identified in this policy as and when necessary. Additional funding granted to the school (£300 per child) will be used to develop the academic, social or emotional needs of the child.

7.2.2 Support for parents in HM Armed Forces:

Parents serving in HM Armed Forces can also access the Children's Education Advisory Service (CEAS), an information, advice and support service established specifically for Service parents. It covers any issue relating to their children's education, including SEN. More information about CEAS may be found on the CEAS website:

<https://www.gov.uk/childrens-education-advisory-service>

7.3 Looked After Children (LAC)

7.3.1 A child is most often 'Looked After' by the Local Authority because their parents or the people who have parental responsibilities are unable to care for him/her. Every 'looked after' child will have a detailed Care Plan which includes care, education and health needs.

7.3.2 It is the responsibility of each school to ensure that the relevant parts of the plans are met whilst the child is in school. Funding which is made available for LAC children can be used to support achievement, this is currently £1,900 per LAC pupil.

7.3.2 All Partnership schools support the statutory review meetings for 'looked after' pupils, which convene to review and discuss the pupil's care, health and education plans. Reviews are chaired by an Independent Reviewing Officer (IRO) and meeting generally include social care, education and health professionals, along with the foster carers and any other professionals working with the child.

7.4 Children who are working above expectations for their age range

7.4.1 Pupils who are significantly and consistently exceeding the national expectation within a certain area will still have their needs met through work within the classroom. This will be through challenging extensions and questions and opportunities to work in different ways to develop their ideas. In some cases, there may be further opportunities made available to these pupils, e.g. to join a club provided by the school or an outside agency, although this provision may look slightly different in each of our schools.

7.5 English as an Additional Language (EAL)

7.5.1 Pupils with EAL are supported both inside and outside the classroom depending on their English fluency and interpreters are used where necessary. SEN provision will only be provided for pupils with EAL once it has been established that their difficulty is not linked to being taught in a language that is different to their own.

8.0 Curriculum

8.1 We recognise the need for all pupils to achieve success and to develop positive self-esteem by allowing for access to the National Curriculum at the appropriate level. In some cases this will require differentiation which may involve modifying learning objectives, teaching styles and access strategies.

9.0 Admissions Arrangements for SEND pupils

9.1 All schools within the Partnership agree that the admissions criteria of our schools should not discriminate against pupils with SEN. We have due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without EHCP's must be treated as fairly as all other applicants for admission.'

9.2 Therefore, Partnership schools will not refuse admission or give lower priority to a child simply on the grounds that he or she has SEND or for a reason relating to a child's disability.

9.3 The HLP Admissions Policy states that: 'Where a child has an education, health and care plan (EHCP) which names the school being applied to, then that child will be admitted to the School and the number of available places in the PAN will reduce correspondingly. Admission of children with an EHCP is dealt with by the pupil's home Local Authority (LA) (which is where they reside). In exceptional circumstances, a school may be unable to meet the very specific needs of a child. In an event where the Local Governing Body feels that the school is unable to meet a pupil's needs, this is then referred back to the Borough of Poole SEN team, for further discussion.

9.4 Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that a consultation regarding access arrangements can take place (please refer to each school's Disability and Access Arrangements Policy for more information).

10.0 Working with outside agencies

10.1 Schools within the Harbourside Learning Partnership value specialist advice and support from a variety of professional and voluntary services.

10.2 Schools may liaise with a range of external services, where this serves the best interests of each pupil. This includes:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Physiotherapy
6. Occupational Therapy
7. Speech and Language therapists
8. Special Educational Needs and Inclusion Service
9. Visual and hearing impaired team
10. Mental health team
11. LA advisors for SEN, G and T, EAL pupils – including Educational Psychologists
12. Art and Play Therapists

11.0 Complaints

11.1 Any grievance or complaint should be addressed in line with the Harbourside Learning Partnership's Complaints policy, which is available on each school's website

11.2 We continually review our practice in line with DfE SEND Code of Practice 2014.

Appendix 1

What must be included in the SEN information report (Taken from SEN Code of Practice - Jan 2015)

1.0 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include information about:

- The kinds of SEN that are provided for
- Policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- Arrangements for consulting parents of children with SEN and involving them in their child's education
- Arrangements for consulting young people with SEN and involving them in their education
- Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- The approach to teaching children and young people with SEN
- How adaptations are made to the curriculum and the learning environment of children and young people with SEN
- The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- Evaluating the effectiveness of the provision made for children and young people with SEN
- How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

- How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- Arrangements for handling complaints from parents of children with SEN about the provision made at the school

1.1 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN

1.3 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and must include information on where the local authority's Local Offer is published

1.4 In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN

1.5 Schools should also make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report