

BADDOW HALL INFANT SCHOOL



Inclusion Policy

Ratified by Governing Body: Date July 2021

Signed: Claire Pavey

Review Date July 2024

Baddow Hall Infant School

Inclusion Policy

It is intended that this policy should be read in conjunction with and directly linked to the Equal Opportunities Policy and the Accessibility Plan.

Baddow Hall Infant School aims to be a fully inclusive school by endeavouring to:

- admit all pupils from our own locality irrespective of attainment or impairment;
- ensure the school building provides full accessibility to all pupils (and stakeholders);
- help all new members of our school community feel settled within the school environment;
- ensure that teaching and learning is planned appropriately to allow all pupils to feel valued;
- co-ordinate all forms of support;
- provide appropriate staff development opportunities to ensure all staff respond appropriately to pupil diversity;
- provide support under specialist guidance from Essex County Council for pupils with English as an additional language;
- recognise the link between pastoral care and the Behaviour Policy, ensuring all staff respond appropriately to pupil needs;
- ensure barriers to attendance are reduced;
- actively seek to minimise any forms of bullying.

Objectives

Our main objective at Baddow Hall Infant School is to ensure that inclusion is secured at the heart of the school ethos and that it permeates through all our policies and practice. We aim to create a secure, accepting, collaborating, stimulating community in which everyone feels valued in order to build and develop the highest possible standards of achievement.

All our staff and governors are encouraged and supported through training where appropriate to develop inclusive values.

The Special Educational Needs Co-ordinator (SENCo)

Ms Sally Norris is the SENCo and is responsible for the day to day operation of the Inclusion Policy

The arrangements for co-ordinating educational provision for pupils with SEN

Everyone in the school community, governors, staff, pupils and parents have a positive part to play in achieving provision for pupils with SEN. The SEN leader has overall responsibility for:

- assessment and provision for pupils with special educational needs;

- keeping the governors informed;
- overseeing the implementation of the school's Inclusion Policy;
- co-ordinating provision for pupils with special needs including over-seeing the SEN team, monitoring support, planning and assessment;
- maintaining the school's special needs register and overseeing the records kept by class teachers on pupils with special educational needs, which form part of the pupil's One Plan;
- advising teachers on how pupils might meet planned learning objectives;
- liaising and working in partnership with parents of children with special educational needs, where appropriate;
- contribute to the training of staff and governors;
- supporting, where appropriate, liaisons with external agencies, including the Educational Psychology Service, Special Needs Support Services, Behaviour Support Service, Child Protection Service, Health Education Service, Hearing Impairment Service, Occupational Health Service, Education Access and Visual Health Service as well as medical, social and voluntary organisations;
- liaising with staff of feeder nursery/playgroups and the pre-school support service as well as Junior schools;
- monitoring and evaluating special needs provision in line with the school's self-evaluation process.

Admission Arrangements

The Admissions Policy makes no distinction between pupils identified as having special educational needs and those not so identified. Within the Admissions Policy, the aim of the school is to meet the needs of the children of any parent who wishes to register them at the school.

Children with an EHC (Education, Health and Care) plan that name Baddow Hall Infant School on the statement are required to be admitted to the school, regardless of their need as long as:

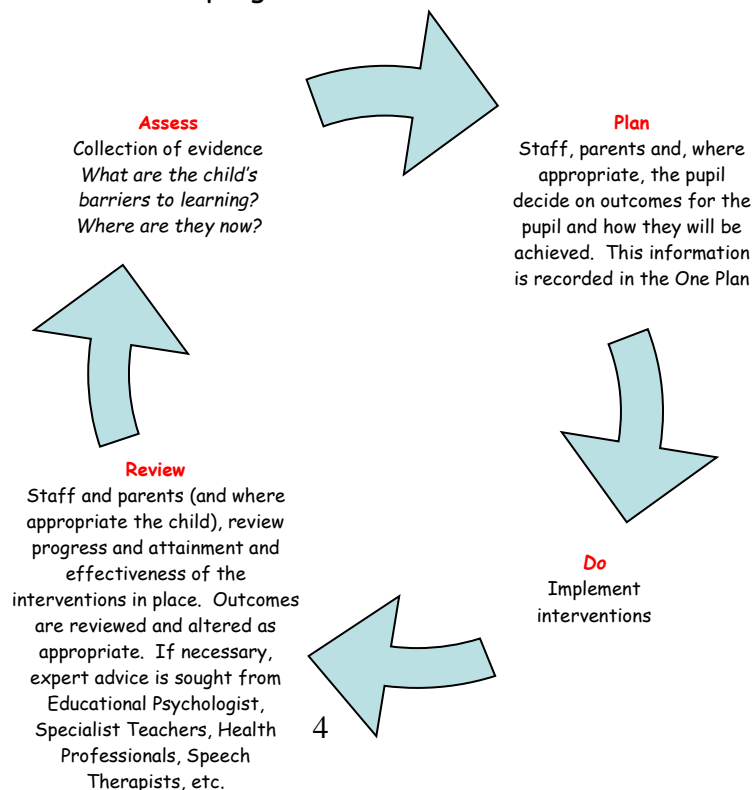
- the needs of the child can be met;
- the education of other children will not be adversely affected;
- the efficient use of resources is taken into account.

In the case of any child with an EHC (Education, Health and Care) plan, the SENCo will work closely with the external agencies in coming to a decision about the most appropriate provision for the pupil. No pupil will be refused admission solely on the grounds that s/he has Special Educational Needs.

Identification of Special Educational Needs

The following procedures are in place to identify children with Special Educational Needs:

- Step 1: Pupils are assessed on entry and continuously throughout their time in school. Before children start in EYFS, staff liaise with preschools and nurseries to ensure effective transfer of information and assessments; SENCO visits nurseries of specific pupils with special educational needs in the Summer Term before they start school and meets with parents if requested. Staff make home visits during the first two weeks of the school year. Progress and attainment is monitored half termly for all children (KS1 Maths and English Assessments/ Foundation Stage- Areas of learning- Early Years Outcomes) by class teachers, the headteacher, subject leaders and the SENCO.
- Step 2: If teachers or teaching assistants have concerns about individual pupils, they discuss them at any time with the SENCO. The class teacher provides High Quality First Teaching within class lessons, targeting areas of concern and these areas of weakness are discussed with parents. Parents/carers can discuss concerns about their child's progress with the class teacher at termly parents' evenings or at other mutually agreed times after school. Parents may also speak to the SENCO about their concerns
- Step 3: If a pupil's progress continues to be a cause for concern, despite High Quality First Teaching targeted at specific areas of weakness and the child's needs are 'different from and additional to their peers' or 'they have a significantly greater difficulty in learning than the majority of others of the same age' then they are identified as requiring SEN Support. The class teacher and SENCO meet with parents and complete assessments to gather information to create a 'One Plan' for the child and the cycle of 'Assess, Plan, Do, Review' begins. If appropriate, advice will be sought from external agencies to help the child make progress.



Teaching and Learning

Teachers plan for and deliver lessons which build upon and extend the diversity of individual experiences. Teaching is differentiated appropriately and delivered through a variety of strategies including whole group, small group, paired and individual work. Provision is also made for kinaesthetic, visual and auditory learners.

All pupils have equal access to lessons and wherever appropriate the language experience of pupils outside school is built upon.

Staff plan for all pupils taking into account physical, emotional and behavioural needs within the classroom.

Pupils are encouraged to value their own ideas as well as those of others. There are opportunities for pupils to work with and develop an understanding of different backgrounds, ethnicity, impairment, religion and gender.

Pupils at Baddow Hall Infant School are encouraged to take responsibility for, and become actively involved in, their own learning through:

- (i) receiving clear information about learning expectations;
- (ii) interactive and thought provoking classroom displays and environment;
- (iii) appropriate provision of resources to aid independent learning, e.g. visual timetables, ICT resources;
- (iv) being given the opportunity to work in a variety of situations and present their work orally, in written form and through other media.

We encourage pupils to learn collaboratively by:

- (i) receiving support, whenever necessary;
- (ii) recognising established whole school and classroom rules;
- (iii) sharing knowledge and skills, whilst recognising the importance of every child having the opportunity to do so;
- (iv) self review and target setting process both individually and collaboratively.

At Baddow Hall Infant School we collect assessment data through formative and summative assessment. All areas of the National Curriculum are assessed and culminate in a written report to parents at the end of the academic year.

Classroom discipline throughout the school is based upon mutual respect. Class routines are consistent and explicit with pupils encouraged to formulate a set of classroom rules at the beginning of every academic year. Clear procedures for challenging behaviour are set out in the behaviour policy. Class teachers and Teaching Assistants work collaboratively to ensure the smooth running of lessons and to ensure equal opportunities for both girls and boys are given when considering time spent by the teacher with individual pupils.

At Baddow Hall Infant School teachers plan in year groups and use this opportunity for shared reflection on the learning of all pupils in each cohort.

Teachers evaluate planning weekly and respond positively to feedback from colleagues modifying their teaching if appropriate. All staff, under the leadership of the subject leaders, have the opportunity to contribute to ideas when policy documents are written and schemes of work are planned.

Teachers support the learning and participation of all pupils in their class and aim to respond and check on the progress of every individual pupil by sharing their attention equitably.

We involve Teaching Assistants when preparing and reviewing One Plans and during curriculum planning and review. Teaching Assistants are encouraged to maximise the independence of all pupils encouraging some peer group support whenever appropriate.

Every Teaching Assistant has a job description written in consultation with the individual staff member which sets out his/her specific duties.

We believe that homework is a valuable strategy for learning and endeavour to integrate it into termly planning. Homework is provided on a regular basis in Foundation Stage and Key Stage 1 and is intended to:

- reinforce skills recently acquired;
- provide opportunity for a concept to be developed in everyday life;
- sustain an area of interest over a period of time.

At Baddow Hall Infant School, we aim to provide an extensive range of extra curricular activities. We are committed to developing an extensive range of playground games involving a range of skills. Diverse representation is always reflected whenever possible and school trips are arranged with careful consideration of accessibility for all. These vary according to availability and expertise of staff.

During games and PE lessons pupils are encouraged to develop fitness in all areas of physical education. The annual sports day offers opportunities for every pupil irrespective of skill or impairment to take full part.

Resources

Staff are made aware of specific resources provided to support and enhance pupil learning particularly concerning pupils with SEN whenever appropriate. Such resources are used by the school to promote effective response to diversity.

Resources are reviewed regularly and evaluated to take into account the changing needs of all students. Resources are used discretely wherever possible to minimise pupil categorisation.

At Baddow Hall Infant School we recognise the value and importance of drawing upon the resources within our local area. Members of the local community are encouraged to visit and contribute to the school curriculum wherever appropriate.

We have a large group of parents who support classroom activities and hear readers on a weekly basis.

Disabled adults are always welcome to visit and support pupils through their wider experience of the world.

We aim to utilise staff expertise by sharing individual skills and knowledge to support learning. Staff feedback on courses attended, during weekly staff meetings and are encouraged to develop skills and knowledge further through professional development.

The whole school ethos provides opportunities for staff to feel comfortable to challenge and offer alternatives when concerns are raised about individual pupils.

Opportunities are available for staff to visit other schools in order to observe and learn from the experience of others.

Wherever possible, the diverse experiences of individual pupils are used as a resource for teaching and learning. Pupils are encouraged to work collaboratively in order to extend their knowledge. There are occasions when pupils are vertically grouped allowing pupils of different ages to support others. ICT is an integral part of teaching throughout the school. The intranet/internet is accessible to pupils under adult supervision.

Health and Safety

All teaching and learning referred to throughout this policy is delivered within the constraints of the Health and Safety guidelines.

Monitoring and Evaluation

This takes place both implicitly and explicitly through; observations, Governor visits, parental feedback, pupil perception surveys, staff meetings and school self-reviews.