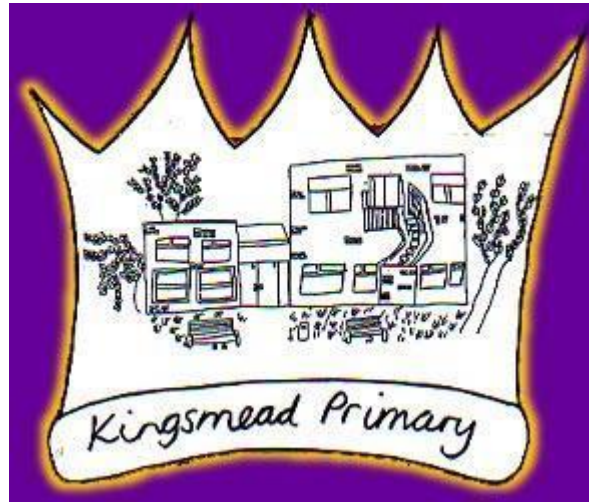


# Kingsmead Primary School



# Inclusion Policy

## **KINGSMEAD PRIMARY SCHOOL INCLUSION POLICY**

This policy outlines the way in which Kingsmead seeks to be inclusive with regard to pupils with Special Educational Needs and Disabilities. A child at Kingsmead Primary is defined as having SEND when they require support that is additional and different to the differentiated curriculum normally provided in classrooms. These needs may be learning, emotional, behavioural, physical, communication, sensory or a combination of these. Kingsmead aims to be a fully inclusive school and the EMA policy should be read as part of this Inclusion Policy.

### **Sources of the policy.**

We follow the guidelines for good practice from the following documents. They provide the details that support the overall policy:

- Special Educational Needs code of Practice (DfES)
- Good Practice guidelines for Learning Mentors (DfES)
- Hackney Learning Trust Inclusion Policy
- School Behaviour Policy, Race Equality Policy and Child Protection Policy.

### **Information about the school's inclusion provision.**

At Kingsmead we recognise that a child has Special Educational Needs if s/he has a learning difficulty or an ability which is significantly greater than the majority of children of the same age. The SEN Code of Practice forms the framework of all SEN and Disability practices at Kingsmead.

We believe that all children are vulnerable to stress caused by personal circumstances and most experience behavioural or emotional disturbance at some time during their school career. Some children will show persistent patterns of disturbance over long periods, and this will be regarded as a Special Need.

### **The aims of our Inclusion Needs Policy are to ensure that:**

- ❖ All children are given equal access to the curriculum and that each child's achievements is valued.
- ❖ We identify barriers to learning and assess children with SEND as early as possible.
- ❖ A safe, secure and supportive learning environment is provided.
- ❖ All procedures for identifying children with SEND are known by everyone.
- ❖ There is involvement of the parents at every stage.
- ❖ We provide differentiation within a balanced and broadly based curriculum, in a way, which supports children with SEND.

- ❖ Records follow the child through the school, which are clear, factual and up to date.
- ❖ We raise staff awareness and expertise through INSET.
- ❖ There is adequate resourcing for SEND.
- ❖ We maintain close links with the support services, other schools and agencies.
- ❖ All interventions are assessed against pupil progress in their learning.

### **The Inclusion Team at Kingsmead**

Inclusion is the responsibility of everybody in school. The following staff are members of the “Inclusion Team” and all or some can be invited to meetings as relevant. The meetings are organised and chaired by the Inclusion Manager.

- ❖ Inclusion Manager /Deputy Headteacher
- ❖ Executive Headteacher
- ❖ Associate Headteacher
- ❖ Assistant Headteacher
- ❖ Learning Mentor
- ❖ Associate Teaching and Learning Assistants
- ❖ Communications and Community Liaison Officer (Family Support)
- ❖ Teaching Assistants supporting individuals or groups

Inclusion Team meetings inform decision making in supporting children to make educational progress and all views are valued and recorded. Minutes are kept and actions to be taken are documented and reviewed at next meeting.

### **The role of the Learning Mentor**

The Learning Mentor takes referrals from the Inclusion Team for individual children who will need support, especially if they are not responding to small or large group work.

They will:

- ❖ Remove barriers to learning to enable children to be fully integrated in their class setting.
- ❖ Undertake observations, be involved in target setting through Action Plans and keep session records.
- ❖ All intervention with mentees is reviewed half termly at least and either target are adapted and extended or an exit programme is followed.
- ❖ Meet regularly with Inclusion Manager to discuss individual mentees and their progress towards reintegration back into the classroom.
- ❖ Attend an annual learning mentor conference in order to share good practice.

The person responsible for co-ordinating the day-to-day operation of the Inclusion Policy is Ruth Mackintosh  
SEN/Inclusion designated governor is Lucy Michael

### **Arrangements for co-ordinating provision for children with special education needs**

The Inclusion Manager is responsible for:

- ❖ The day to day running of the Inclusion policy, in conjunction with the Executive Headteacher and Associate Headteacher:
- ❖ Liaison with and advising all staff members, teaching and non-teaching.
- ❖ The Inclusion action plan linked to the SIP.
- ❖ Managing members of the Inclusion Team including timetabling individual and group support and space allocation.
- ❖ Maintaining the Special Needs Register.
- ❖ Co-ordinating the provision for children with Special Needs.
- ❖ Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with Special Needs.
- ❖ Contribute to in-service training for staff.
- ❖ Liaison with outside support services, agencies and voluntary bodies, including the School Medical Service, the Educational Psychology Service, Primary and Specialist, Speech and Language Support Team, the Education Welfare Service, Social Services, Child and Family Consultation Service, Traveller Education Service, Young Hackney, etc.
- ❖ To assist class teachers to draw up Individual Education Plans (IEPs) in consultation with other staff members (eg Teaching Assistants) and parents, where appropriate to facilitate effective systems of provision.
- ❖ Maintain close links with all parents of children with SEND.
- ❖ Co-ordinating Annual Reviews for children with statements.
- ❖ To ensure that all provision in our school has the effect of integrating the child into a safe, secure and supportive learning environment.
- ❖ Liaising closely with the SLT to raise concerns and monitor progress.
- ❖ Attend termly SENCO Forum meetings and other relevant CPD.
- ❖ Timetabling cover for school gate duty beginning and end of the day.

### **SEN Procedures**

Once a child has been referred using an Initial Concern Form, the Inclusion Team will meet to discuss the child's needs. A decision will be made as to what these needs are and how they will be met. This may include the child being supported at School Action or School Action Plus on an IEP. Support may also take the form of a Learning Mentor being allocated.

Support systems are listed on the provision map (see Appendix A).

We aim to identify children with special educational needs as early as possible in their school career. To this end the Inclusion Manager meets each class teacher at least once a term to discuss any problems that might have arisen and any change in the needs of the class.

Once a child has been entered on the SEN Register formal records are kept in individual files, arranged by year group, in the filing cabinet in the Inclusion Room.

Records are accessible to all teachers and professionals in consultation with the Inclusion Manager.

Current IEP's are kept in teachers' Inclusion Folders. Copies are kept and used as working documents by all relevant adults. IEP's from previous terms are kept in children's personal files.

IEPs are reviewed and annotated throughout the year. New targets are set at review meetings at least once a term.

The Inclusion Assessment folder tracks individual progress to identify areas of need for each child in each year group.

Provision Mapping identifies types and levels of support for each child.

The Inclusion Manager has a range of assessment materials for various needs to channel support effectively.

Children will be reviewed at the different stages of the Code of Practice in line with the SEN Code of Practice.

Class teachers of statemented children have an up to date copy of the current statement in their files.

### **Admission arrangements**

The school's admission arrangements are published separately and in line with Hackney's Admission Policy.

### **The integration of children with Special Educational Needs within the school as a whole**

At Kingsmead we are committed to Hackney's policy of inclusion where we believe that we can cater appropriately for a child's special educational needs. We are always keen to ensure that a child with special educational needs has the right adult support and we believe in strong lines of communication between the child's home, school, the Learning Trust and other relevant agencies.

### **The integration of children from the traveller community**

At Kingsmead we recognise that children of traveller heritage (GRT) require particular attention to ensure their successful inclusion into the school community and we therefore ensure this through, a rigorous attendance policy including positive and effective links with parents and regular referrals to the attendance service. We also implement appropriate interventions to ensure progress, ensure access to enrichment activities and support with transition to secondary school.

### **Criteria for evaluating the success of the school's SEN policy**

The policy is reviewed annually.

INSET needs are reviewed regularly. Staff meet annually with the Headteacher to identify their individual INSET needs. The Inclusion Governor visits the school to monitor the progress and provides feedback to the Governing Body. The Governors report on the success of the policy in the annual report to parents/carers.

### **Monitoring will consider the following:**

- ❖ Is there effective communication between staff, parents and Inclusion Manager?
- ❖ Are the IEPs addressing the needs of the children? Do the children know their own targets? Are they achieving?
- ❖ Are we identifying children's difficulties early and quickly?
- ❖ Do we make full use of our resources?
- ❖ Are parents happy with the provisions for their children?

### **In addition the success of the Inclusion policy will be reflected in the following:**

Assessment data across the school.

The number of exclusions from the school.

The views of the staff, parents and the Governing Body.

The number of children whose needs are being met and who move down or off the profiling stages.

The results and analysis of SATs and teacher assessments ( eg Benchmarking).

### **Arrangements for considering complaints about special educational provision within the school**

We aim for a close working partnership with parents and, if parents are anxious about any aspect of their child's education, they can approach the school.

Informal complaints can be discussed with the class teacher.

Formal complaints can be discussed with the Inclusion Manager and/or the Head teacher in the hope that a satisfactory resolution can be found.

The Governor with responsibility for Inclusion may be consulted.

A committee of the Governing Body may be convened to hear the complaint if it has not been resolved through the Principal Complaints and Exclusions Officer.

If parents are dissatisfied after these stages they can make a written complaint to the school governor.

### **Use made of teachers and facilities from outside the school, including support services**

- ❖ Our Educational Psychologist is Bryony Howe. She visits twice a term to make individual assessments, meet with parents, meet with class teachers, meet the Inclusion Manager and discuss individual children.
- ❖ Attendance and punctuality is monitored by the school's Education Welfare Officer, in consultation with the Headteacher and the Home School Support Worker.
- ❖ The school safeguarding nurse and school nurse regularly monitor children who are on the 'At Risk Register' and those children whose health is giving cause for concern or who are 'looked after'.
- ❖ There is regular communication between the school and social services, the child protection team, the child health service, The Traveller Team; Hackney special needs section, the Learning and Specialist support team and Attendance Officer.

### **Arrangements for partnership with parents**

Parents are partners in their child's learning and are welcomed to class assemblies, to work alongside children in the classrooms and on visits, thus supporting co-operative and collaborative learning. Parents are asked into school three times each year for a teacher/parent conference.

We believe it is essential to have a good dialogue with parents of children with particular and value the information and insight they can provide us with.

Where necessary we arrange for translators to attend meetings or to have written notices translated into other languages.

We encourage parents to contact us with details of any medical condition which might affect their child's education and to plan with us to meet any such needs. We particularly ask parents to contact us after their children have had hearing or vision tests or school medicals.

### **Links with other mainstream and special schools, including arrangements when pupils change schools or leave schools**

Kingsmead has established links with a number of primary and secondary schools, some of which are special schools.

Children who are vulnerable or considered to have particular needs in transferring to secondary school will receive a six week programme addressing different areas of secondary education (delivered by a learning mentor).

Children with speech and language difficulties receive a programme run by the speech and language therapist, the Traveller Team and Young Hackney also support Yr 6 transition.

When children on the Profiling system transfer to Secondary school the Inclusion Manager and the Year 6 teacher aim to meet with the SENCO of that school. All the SEN profiles are passed on to the receiving school.

When a child transfers to another Primary school the SEN profiles and child protection concerns are passed on. The Inclusion Manager will make contact with the SENCO of that school if further information is needed.

### **Links with health and social services, educational welfare services and any voluntary organisations**

Our school nurse is in contact with the Headteacher and Inclusion Manager. She visits the school to screen any children who need to be seen.

The school doctor and dentist make visits and will make referrals to outside agencies where concerns are noted at medicals. We have links with outside agencies including the St. Leonards Centre, The Child and Family Consultation Service, The Hackney Ark, Social Services, Educational Psychology Service and the Drugs Education Team for St. Leonards.

Our EWO visits the school regularly to monitor attendance and punctuality. She visits parent/carers where necessary (See Attendance Policy).

Our Family Support officer is Emma De Sausmarez.



*Policy written: January 2013*

*Reviewed: March 2015, December 2016*

*Review planned: December 2017*

*Head Teacher:*

*Chair of Governors:*