

Inclusion Policy

Written By:	Jo Ince, Inclusion Manager Reviewed by Sarah Dunn
Date of Policy:	Spring 2022
Latest Review:	Spring 2025
Next Review Due:	Spring 2026 or earlier if required

Rationale of Policy

At Stratford Manor we believe that ALL pupils deserve a high quality education which engages, inspires and challenges, and as such, are fully committed to inclusion in its widest sense. We strive to create a safe and happy learning environment which fosters independence and high expectations of all.

This policy has been written with regard to:

- Statutory requirements and the Code of Practice Jan 2015
- The aims and values of Stratford Manor Primary School
- The SEN and Disability Act 2001
- Newham LA guidance on Special Educational Needs, English as an additional Language and More Able Pupils.

The Inclusion Policy is written for the whole school community: staff, students, parents and governors. It is designed to be a working document.

This policy and our school values

Inclusion is fundamental to developing the value of **community** throughout Stratford Manor. The aim of this policy is to allow every pupil to be a valued member of the school community and to foster understanding of diversity within the wider community.

The aim of this policy is to ensure that all pupils are given the opportunity to develop **determination** and resilience, strive for **excellence**, develop their sense of **responsibility**, to be respected and to learn to **respect** others.

Policy Aims

The school and its governing body is fully committed to the following aims:

- All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that children can reach their full potential and enhance their self-esteem.
- Children with SEND, EAL and MAP are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas of development, and ensuring all contribute to the social and cultural activities of the school.

- Early identification and accurate assessment will ensure we meet the needs of all pupils and provide appropriate challenges.
- Multi-agency cooperation will be effective in ensuring that provision meets the individual needs of pupils.

Principles

Stratford Manor Primary School is fully committed to Inclusion.

The definition of Special Educational Needs and Disability (SEND) is states in the SEND Code of Practice (January 2015):

'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 or a young person 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 in mainstream schools'

Children have a **learning difficulty** if they have significantly greater difficulty in learning than the majority of children of the same age. This difficulty may be academic (reading, writing, spelling, numeracy), emotional, social, behavioural or physical and sensory.

The vast majority (over 75%) of our pupils are classified as EAL; this means that in their household another language is spoken at times. This does not mean that the child necessarily speaks another language, but it does mean that the child may not always be hearing Standard English at home. However, experience shows that a high proportion of our pupils who are English-only speakers have a limited vocabulary and use a non-standard form of both written and spoken English.

The main home languages spoken at Stratford Manor are English, Bangladeshi and Somali but we have almost 40 different 'first' languages spoken by our pupils.

MAP pupils are defined as those who are showing a higher level of attainment compared to their year group and we work to deepen their learning within the year group expectations. There is no nationally agreed definition of 'more able pupils' but in the core subjects we mean children who are capable of reaching Greater Depth e.g. a standardised score of over 110 in the KS1 and KS2 national tests.

Early identification, assessment and intervention of SEND, EAL and MAP are recognised as key to meeting the needs of individual students.

We work closely with parents to listen to their views so as to build on students' previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.

We meet the needs of all students who have SEND, EAL and MAP by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

We endeavour to remove barriers to learning and participation that can hinder or exclude students with SEND.

Roles and responsibilities of this policy

We believe that **all** practitioners are teachers of students with SEND, EAL and MAP and adapt the learning according to the needs of the students in their care.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our students. This policy should therefore be read alongside our Equality Scheme.

Students who make slower progress will be given personalised learning opportunities to help them progress.

Monitoring the progress of all students is an ongoing process which enables early identification of any students who may require additional or different provision to be made.

We endeavour to ensure that an inclusive environment is created and fostered where all members of the school community respect and care for each other. Staff in the school are aware of the importance of identifying and providing for those students who have SEND, EAL and MAP.

We try to ensure that parents/carers are aware of the SEND, EAL and MAP provision available in the school and that they are encouraged to be actively involved in their child's progress.

We use provision maps to record and monitor the interventions of the groups and evaluate effective support and interventions.

Children with SEND engage in all aspects of school life alongside students who do not have an identified need, e.g. out of hours provision, school journeys, productions and sporting activities. We strive to create a sense of community and belonging for all our students. We have an inclusive ethos with high expectations and targets, and systems for early identification of barriers to learning and participation.

It is necessary that our planning is embedded with the principle that all our pupils may need their spoken and written English enhanced. If we are to ensure that all our pupils are enabled to reach their full potential we cannot see planning for the 'EAL' pupils as an 'add-on'. Pupils who are still at an early stage of English may need additional help, but this should not be the end of our planning and thinking about EAL and learning.

Admissions

We follow the Newham Admissions procedure and are particularly keen to welcome children with a range of additional needs. We always endeavour to ensure that provision is made to cater for their needs. All children with SEND, EAL and MAP play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary, the parents/carers are always consulted. At the admissions interview with the Child Welfare and Inclusion Officer the parents are able to inform the school of any additional needs that their child may have.

Identification, assessment and review

We are committed to the early identification of students with SEND so that appropriate interventions can be put in place as quickly as possible.

Identification and assessment are ongoing and all staff contribute to the identification of needs. Any member of staff can express concern using the Initial Concern Form, which is referred through the Inclusion Manager.

More detailed assessments are made as a result of an initial concern form, we can then identify and implement the appropriate strategies for the student.

Progress reviews are carried out termly for students on the SEND record of need. In consultation with parents/carers and the pupil support plans are reviewed and up-dated.

Termly Inter-Agency Meetings take place with external agencies; Learning Mentors; Education Welfare Officer and the Early Intervention Team.

Once identification, assessment and intervention have taken place, students and parents/carers are kept regularly informed by a variety of means: e.g. personal contact, reports, progress reviews and annual reviews.

Whole school standardised tests are carried out termly and results analysed to identify individuals or groups of students requiring support.

Further diagnostic assessment is carried out where necessary, outside agencies may contribute to these assessments e.g. Language, Communication and Interaction Service, Behaviour Support Service, Educational Psychology service and Speech and Language Therapy.

The SEN record of need is reviewed termly and updated.

Annual reviews for students with an Education, Health and Care Plan (EHCP) or with additional funding are carried out yearly. All teachers contribute to the annual review process.

Students who are mid-phase-admissions will be given a period in which to settle into the school and then tested. For children with EAL this will be done using the DfE's Proficiency in English scales.

Until an EAL child is able to be assessed using National Curriculum levels they will continue to be assessed using Proficiency in English scales if needed.

Assessments can be carried out. All have pros and cons. The best method is to use a combination of methods, covering as broad a base as possible.

- Teacher Observation
- Subject checklists, subject and general
- Formal tests
- Parental nomination
- Peer nomination
- Self-nomination
- Outside referrals from other professionals.

Parent and Student Involvement

The code of practice 2015 states:

'Reviews must be undertaken in partnership with the child and their parent or the young person, and must take account of their views, wishes and feelings'

The views of children are taken into consideration at all times and every effort is made to ensure that support is planned in consultation and agreement with them.

Annual review targets and support plans are written in agreement with the student and they are involved in their review along with their parent/carer.

We value the contribution that parents can make and believe that the most effective way of working with children with SEND is where the parents and the school work in partnership. Parents have a vital role to play and it is therefore important to ensure that information is accessible, that they feel welcomed in the school, and that their views and contributions are sought and encouraged.

Parents are kept informed by a variety of means, e.g. personal contact, reports, progress reviews and annual reviews. Parents are encouraged to keep in contact with the Inclusion Manager through telephone calls, email or meetings.

Roles and Responsibilities of this policy

We believe that all practitioners are teachers of students with SEND, EAL and MAP and have the responsibility to adapt accordingly to support the learning and provide appropriate challenge to all of the students in their care.

The Governing Body has overall responsibility for Inclusion and Special Educational Needs provision.

The Head teacher, Kate McGee, has responsibility for Inclusion and Special Educational Needs provision at Stratford Manor Primary School.

The named Special Educational Needs governor is Jefferson Courtney

Sarah Dunn is the named SENDCo and has the job title Inclusion Manager

For more information about inclusion at Stratford Manor please see:

- Stratford Manor's SEND Information Report
- Stratford Manor's Local Offer
- Stratford Manor's Equality Policy
- Stratford Manor's Behaviour Policy
- Stratford Manor's Attendance Policy

These documents can be found on Stratford Manor's website

<http://www.manor.newham.sch.uk> - Newham's Local Offer

History of this policy

Date	Notes
Jan 21	Minor amendments to wording, addition of new logo.
Jan 22	Minor amendments to wording.
Feb 23	Minor amendments to wording and updating of meetings held with outside agencies.
Feb 24	Changed the name of the SENCo to reflect staffing changes.
Feb 25	Minor amendments to wording and additional links to policies