



We are a Christian school that serves a diverse community and works in partnership with parents to develop the whole child.

# **St. Luke's CEVA Primary School**

## **Inclusion Policy**

October 2018-2020

At St. Luke's CEVA Primary School we aim to create a positive, safe and secure learning environment based upon mutual respect and high expectations, so that all members of the school community can excel and enjoy a full school life. This reflects our belief that every child is unique to God and entitled to be given opportunities to be the best that they can be.

### Our aim:

**To create positive relationships through mutual respect and care**

*Following the example of Jesus we aim to build on our Core Christian Values (CCV) of Compassion, Forgiveness, Respect, Perseverance and Trust*

### **We use our values to:**

**Ensure we understand that we all have rights and responsibilities**, believing that everyone in the school is important and has the right to be valued. We expect each individual to respect others, their families, their cultures and beliefs - ensuring fairness/equity of treatment for all:

**Encourage self-discipline** and a reflective mind-set, where pupils are able to recognise and manage their own behaviour and treat each other and staff with courtesy;

**Lead by example:** Adults are key role-models and should at all times set a good example - being assertive, consistent, fair, approachable and willing to listen;

**Work in partnership** to form positive relationships with parents and carers and to develop a shared responsibility in the implementation of the school's policies;

**Demonstrate consistency** of response to both positive and negative behaviour;

**Challenge:** to ensure that all lessons fully engage and meet the needs and interests of all students;

**Enable pupils to be proud of St. Luke's:** to encourage all students to take pride in their academic work and enrichment activities whilst representing the school in competition and in everyday appearance.

## **2018 - 19: Inclusion team:**

**Cllr Neil Wilson - Governor** Responsible for Inclusion

Matt Hipperson - Headteacher/Safeguarding Lead

Fiona Norcross - Inclusion Leader (SenCo)

Jess Rowe - Early Years Lead

Dean Scott - Reading Support Teacher

Noelie M'Bick - Learning Support Assistant

Debbie Philip - Family Support Officer

Robyn Regan - SEND TA

Amara Mehmood - SEND TA

**SEND is a whole school issue. Through our Inclusion Policy we are reinforcing the aims and objectives of the whole school which are:-**

### **AIMS:**

St. Luke's is a Christian school that serves a diverse community and works in partnership with parents to develop the whole child.

A school where:

- Christian teaching, worship and values establish an ethos of co-operation and care, where everyone is willing to listen and where everyone expects the same high standard of common courtesy and behaviour.
- Children and adults want to learn and experience a rich, creative well-planned and well-resourced curriculum of learning activities, which promote excellence.
- We all work in partnership, valuing and respecting each other, understanding our different responsibilities but all engaged in the task of improvement.
- Children and adults teach and learn in a clean, safe, enjoyable and non-threatening but stimulating environment which is cared for and valued by all.
- We recognise that each person is unique and has equal rights within a setting of tolerance and understanding.

### **OBJECTIVES**

- To give each child the opportunity to acquire skills relevant to the National Curriculum and each individual.
- To present to the children experiences they need which can stimulate interest, curiosity, excitement and a sense of achievement.
- To help them become confident in their own ability and reach their full potential.
- To ensure progress in the curriculum and continuity from class to class and school to school.
- To develop qualities of tolerance, courtesy, respect for others, independence, patience and self-discipline.

- To encourage each child to be independent learners and take greater responsibility for their learning.

We are committed to a policy of inclusion in line with the London Borough of Newham's Policy on SEND. This means that all children will be full and active members of an age appropriate class, participating in all school activities such as playtimes, assemblies, out of school learning and trips. We are keen to make any reasonable adjustments to ensure the inclusion of pupils in a full range of activities.

Pupils will usually be taught alongside their peers, which will sometimes involve leaving the classroom for small group activities. This is normal school practice for all pupils and does not have negative connotations. A pupil will only be withdrawn individually when it has been decided by the class teacher that the child's needs will be best met in this way.

## **STATEMENTS OF PRINCIPLE**

- We value all the pupils in our school equally and believe that all children are entitled to experience success.
- Every pupil is entitled to have his/her particular needs recognised and addressed. This is the responsibility of all teachers. SEND provision will be most effective when teachers work collaboratively with each other, pupils, other staff and parents.
- All pupils are entitled to access a broad and balanced curriculum and the needs of SEND children should be considered in all curriculum areas.
- Good special educational needs practice is best practice for all pupils.

## **EQUAL OPPORTUNITIES**

In line with the Equality Act 2010 the school aims to provide equal access to all areas of the curriculum and works within an anti-racist, anti-sexist, open and tolerant framework. Every effort is made to implement equality of opportunity for every pupil regardless of race, sex, class or disability. The staff of St Luke's aim to foster the social and personal skills of tolerance, self-respect, respect for others, co-operation, sharing and mutual respect.

## **SAFEGUARDING**

It is important to note that children with special educational needs and disabilities can face additional safeguarding challenges, for example disproportionate bullying. Care is taken to ensure that concerns are fully explored and that pupils are helped to overcome barriers that might prevent clear communication.

## **SEND CODE OF PRACTICE**

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (January 2015).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

## **ROLE OF PARENTS**

Partnership plays a key role in enabling pupils and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of pupils with special educational needs will be treated as partners, given support to play an active and valued role in their child's education. Pupils and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. All parents are made aware of the school's Complaints Procedure (see our website) in the unlikely event that their concerns remain unresolved.

The school understands that the local authority acts as a 'corporate parent' to Looked After Children (LAC) and that as such they are responsible for ensuring that they are safe and for promoting their welfare and educational achievement. In such cases the school will identify a 'Designated Teacher' to liaise with the 'Virtual School Head'.

### **Leadership of Special Educational Needs**

The school has appointed an Inclusion Team to lead SEND provision. The Inclusion Team is led by Fiona Norcross Deputy Head and other members are the Head, Deputy, Learning Support Assistant, Learning Mentor, Family Support Officer and Link Governor. Other professionals are invited to provide additional expertise where required (eg school nurse, Early Help LA Lead).

The Inclusion Team is responsible for:-

- Monitoring and co-ordinating the provision for pupils with SEND or those pupils that are identified as vulnerable;
- Compiling and maintaining a register of all SEND pupils and overseeing the records on all pupils with SEND;
- Compiling and reviewing a register for vulnerable children who need to be kept on a watching brief;
- Organising a review of children who have been identified as SEND at least termly. This should not be completed exclusively at Open Evenings as these should be focused on overall pupil progress and well-being;
- Ensuring that Individual Education Programmes are drawn up and regularly reviewed.
  
- Liaising with, and close consultation between class teachers, pupils, parents, external agencies including the Educational Psychology Service, Early Help services and other support agencies, medical, education welfare, social services and voluntary bodies.

- Ensuring that all teaching and welfare staff working with pupils will have access to the school SEND Policy and those other adults within the school will be aware of the basic principles of the school SEND Policy. All staff have access to a school wide Policy folder which includes SEND.
- Contributing to the in-service training of staff on issues related to SEND.

## **THE GOVERNING BODY**

School governing bodies have important statutory duties towards pupils with Special Educational Needs & Disability (SEND). The governing body must:

- Do their best to secure the necessary provision is made for any pupil who has special educational needs;
- Ensure that, where the 'responsible person' - the Head teacher or the appropriate governor - has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach him or her;
- Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have SEND. Staff have an informal induction where they are given a staff handbook and have an opportunity to liaise with other colleagues and discuss pupil's needs.
- Provide a formal termly report presented by the Head to the full Governing body.
- Discuss and review the SEND policy on a three year cycle through the PSP Committee
- Ensure that the pupil joins in the activities of the school together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources;
- Have regard to the Code of Practice when carrying out their duties towards all pupils with SEN/D.
- The Governors have an overall responsibility for within the school, but the Inclusion Team is responsible for the day to day management of SEND.

The named governor for SEND is Cllr. Neil Wilson who is the line of liaison between SEND Inclusion Team and governors. He produces a yearly report to governors.

The finance committee of the Board of Governors regularly report and monitor the school budget on a termly basis. This includes the allocation of funding for SEND. The Head teacher then shows planned and actual spending.

## **THE HEADTEACHER**

The Head teacher has responsibility for the day to day management of all aspects of the school work including provision for children with SEND. The Head will keep the governing body fully informed. At the same time the Head teacher will work closely with members of the Inclusion Team.

## **ADMISSION ARRANGEMENTS**

Children are admitted to St. Luke's C of E Primary School and Nursery according to the school's admission criteria as outlined in the School Prospectus. The governors and staff of the school are supportive of the Newham LA policy for full integration of pupils with

SEND where this can be achieved without undue disruption to other pupils and does not place unreasonable stress and pressure on the class teacher.

St. Luke's School is a single storey building (rebuilt in April 2000) which could accommodate children with certain physical disabilities e.g. wheelchair users and children walking with the aid of crutches or a zimmer frame. (see Accessibility Plan)

## SEN SPECIALISM AND SPECIALIST UNITS

We do not have any special units at St. Luke's School. There is a wide range of outside agencies including specialist units available within the LA that support children with SEND. These specialist services offer support and advice to schools in order to develop individualised learning programmes.

## ALLOCATION OF RESOURCES

Some pupils will need additional provision and resources to enable them to fully benefit from all that the school has to offer; in these instances the school will use every endeavour to make reasonable adjustments, but may sometimes need to ask the local authority for funding.

For financial figures relating to SEND resources, refer to the Annual Budget Setting Report which shows a breakdown of SEND funding.

## IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for pupils with special educational needs is a matter for the whole school. The governing body, the school's head teacher, Inclusion team and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of pupils with special educational needs.

The school will assess each pupil's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the pupil's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and Inclusion Lead will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the pupil within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure ongoing observation and assessments provide regular feedback about the pupil's achievements and experiences to form the basis for planning the next steps of the pupil's learning;
- Ensure that Looked After Children are well supported and provided with any additional support and/or resources to enable them to make good progress (*see also Safeguarding and Equality Policies*).

The identification and assessment of the special educational needs of pupils whose first language is not English requires particular care. Where there is uncertainty about a particular pupil, a teacher will look carefully at all aspects of the pupil's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Weekly planning at St Luke's has been adapted to record specific differentiation to meet the needs of the vast majority of pupils. At the heart of the work of every primary school class is a continuous cycle of assessing, planning, doing and reviewing, which takes account of the wide range of abilities, aptitudes and interests of pupils. The majority of pupils will learn and progress within these arrangements.

## **DEFINITION OF SEND**

Latest legislation (January 2015), states that a child with SEND

- \* has a significantly greater difficulty in learning than the majority of children of the same age.
- \* has a disability which either prevents or hinders the child from accessing the full curriculum or facilities provided for children of the same age.

At St. Luke's CEVA Primary School we would go further and state that:

- \* A child has special educational needs if s/he requires any form of additional support in order to achieve her or his potential in any area of development, whether it be physical, intellectual or emotional.

## **INDIVIDUAL EDUCATION PLANS ('MY TARGETS' SHEETS)**

IEPs are only required when additional planning is required outside of the teachers already differentiated group activities. In order to ensure that all pupils have access to a balanced and broadly based curriculum, including the National Curriculum, all IEPs will relate to the needs of the individual pupil. Manageable targets will be set which ensure that the pupil is supported within the school system and class routine. This will ensure that pupils experience the wealth and variety of learning experiences available to all pupils. Consideration will be given to the organisation of groups within the class so that individual needs will be fulfilled appropriately in areas such as language or social skills.

An IEP summarising the strengths and weaknesses of the child will include details of extra adult support/observation. This support could be classroom assistant, special support assistant, teacher, parent and/or special support teacher. Evidence will be collected by all those involved in working with the child in order to best plan additional support and/or advice. The group/class where a child works will be considered carefully alongside the child's general needs.

The IEPs will show forward progression at each review and the targets agreed will be observable and measurable. The portfolio of each child will demonstrate that progress has been made.

Regular monitoring of the use of classroom support will indicate clear involvement and understanding of the planning within IEPs.

## **EDUCATION, HEALTH AND CARE PLANS (EHC)**

EHC Plans replace Statements. They are for children who require significant support from education together with significant support from health and/or social care. The purpose of the plan is to describe the support a child will receive across different

services in order for the child to achieve set goals.

## **RECORDS**

Original copies of IEPs are stored in the children's files in the head teacher's office and they are also available to the children's class teacher

Confidential information is stored in a secure filing cabinet in the school office.

For pupils at risk or with serious medical concerns, relevant information (including contact names and telephone numbers) will be filed in the pupils' educational record folder, which is stored in a secure filing cabinet in the school office.

Further advice on Child Protection Issues is available in the LA Guidelines kept in the Head teacher's office.

## **EAL/EMA LEARNERS**

Pupils for whom English is an additional language are not routinely considered as having SEND. Every effort will be made to ensure that, where necessary, interpreters are available for any consultations involving parents / carers of these pupils.

## **INSET FOR SPECIAL EDUCATIONAL NEEDS**

The INSET timetable will include regular termly sessions organised and led by the either the Inclusion Team or external consultants and advisors. Inset needs will be based on the schools SSER and the Strategic School Improvement Plan. Evaluation forms from ALL staff on training needs are regularly collected. INSET sessions will be a forum for:

- Discussion on children's IEPs / 'My Targets' sheets which include the child's opinion where possible.
- Information and discussion on more general issues relating to SEN/D.
- Training for Teaching Assistants. (Agenda created by them and Inclusion Team.)
- Liaison with outside agencies.
- Training days may be used for more in-depth discussions and training.

A member of the Inclusion Team will attend relevant LA and London wide meetings / conferences wherever possible. There will be further opportunities for individual members of staff interested in developing their knowledge and skills in the teaching of children with Special Educational Needs to attend further INSET where staffing allows although the school holds the view that whole staff INSET is more powerful and effective.

## **SUPPORT AGENCIES**

Specialist advice and support is available from:

- Educational Psychologist Service. This service will be contacted if it is identified as being required by the school if the needs of a child can be met or enhanced by their involvement;
- LA Attendance Lead;

- School Doctor;
- School Nurse and/or -Social workers - Are involved when concerns are brought to them by the Inclusion Team, Head teacher or Child Protection Officer.
- Speech and Language therapist - This service will be contacted if it is identified as being required by the school if the needs of a child can be met or enhanced by their involvement. The school actively encourages the therapists to work closely with support assistants in order to reinforce the effectiveness of the input.
- Child and Family Consultation service - Targeted children referred by Inclusion Team.
- Pre-school Home Visiting Team - For targeted pupils only. Can provide support for Teachers and Teaching Assistants.
- LSDAT (Learning Support Development and Advisory Team)
- Eleanor Smith School (Outreach teachers for children with emotional and behavioural difficulties). Inclusion Team to refer.
- Visual impairment service - Inclusion Team to refer to as necessary.
- Hearing impairment service - Inclusion Team to refer to as necessary.
- North Beckton Primary School - (Physical disabilities).
- Tollgate Primary School - (Autism).
- Selwyn Primary School - (Hearing impairment).
- Monega Primary School - (Visual impairment).
- Sandringham Primary School - (Language impairment).

## **ADDITIONAL ADVICE AND SUPPORT**

1. Support Assistants
2. Volunteer reading help
3. Students on teaching Practice
4. Work experience students
5. Mid-day meal supervisors
6. Parents

Additional adults can offer valuable opportunities for the pupil to practice skills under the direction of the class teacher and often provides special time for the pupil to express concerns and problems in an individual setting.

## **READING SUPPORT TEACHER (KS1&KS2)**

- Support teaching of pupils with SEND. This may be one to one support if necessary, support for the targeted child in a small group or whole class teaching.
- Support / advice in drawing up IEPs.
- Assessment of pupils causing concern.
- Consultations with teacher/teaching assistant.
- Setting / monitoring homework or liaison books with parents.
- Training staff in using resources.
- Preparing teaching materials / resources for targeted pupils.
- Preparing for / attending reviews.

## **TRANSITION ARRANGEMENTS**

The Inclusion Team, class teacher and Learning Mentor liaise with the Head of Special Needs of Year Seven at the secondary schools where pupils with SEND in Year Six will be transferring to. The exchange of information that takes place is designed to ease the

transition of pupils between the Primary and Secondary Phases of education. All SEN records, documentation and evidence will be passed on to the relevant Secondary School, together with the pupil's Primary School records.

If a pupil leaves St. Luke's Primary School during Key Stage One or Key Stage Two, all SEND documentation and evidence will be sent with the pupil's primary records to the new school. It may be necessary for the Head teacher to speak directly to the staff at the new school if there are serious concerns that have not been addressed to our satisfaction.

## MONITORING AND EVALUATION OF POLICY

St. Luke's Board of Governors regularly reviews the Strategic School Improvement Plan (SSIP) which includes PSP decisions.

Annual review of School Self Evaluation Report (SSER) also influences policy. This policy will be reviewed and updated on the three year cycle in-line with other school policies.

## OTHER RELATED DOCUMENTS

- Discipline and Behaviour Policy- appendix on anti-bullying
- Staff Well Being Policy
- Teaching and Learning Policy
- Staff Handbook
- Equality Policy
- Children with Medical Conditions Policy
- Safeguarding Policy
- Complaints Procedure

## SEND Information Appendix

1.	The kinds of educational needs that are provided for in school	P3 SEN/D Code of Practice
2.	Policies for identifying children and young people with special educational needs and assessing their needs	P6 Identification Assessment and Provision
3.	Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans	P6 Identification Assessment and Provision
5.	Arrangements for consulting parents and young children young people with special educational needs and involving them in their education	P3 The Role of Parents
6.	Arrangements for consulting young people with special educational needs and involving them in their education	P3 The Role of Parents
7.	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 review	P6 Identification, Assessment and Provision

8.	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	P6 Identification Assessment and Provision P9 Transition Arrangements
9.	The approach to teaching children and young people with special educational needs	P2 Objectives P2 Statement of Principles P2 Equal Opportunities
10.	How adaptations are made to the curriculum and the learning environment of children and young people with special educational needs	P2 Objectives P6 Individual Education Plans P5 SEN Specialisms and Specialist Units P5 Admission Arrangements
11.	The expertise and training of staff to support children and young people with special educational needs, Including how specialist expertise can be secured	P7 Inset for Special Educational Needs P8 Support Agencies
12.	Evaluating the effectiveness of the provision made for children and young people with special educational needs	P3 Leadership of Special Educational Needs P4 The Governing Body P5 The Head Teacher P6 Individual Education Plans P9 Monitoring and Evaluation Policy
13.	Details of extra- curricular activities that are available for pupils with SEN	P2 Objectives P2 Statements of Principal P4 The Governing Body
14.	How children and young people with special educational needs are enabled to engage in activities available with children and young people who do not have special educational needs	P2 Objectives P2 Statements of Principal P5 Admissions Arrangements P4 The Governing Body
15.	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 special educational needs and measures to prevent bullying including information on their schools approach to fostering good relationships and reducing bullying	P2 Equal Opportunities P3 Leadership of Special Educational Needs (Learning Mentor/Family Support Officer) See also Behaviour and Discipline Policy
16.	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 special educational needs and supporting their families	P3 Leadership of Special Educational Needs P5 SEN Specialism and Specialist Units P8 Support Agencies
17.	The contact details of support services available for parents of children and young people with SEN	See Newham website
18.	Details of the school's contribution to the Local Offer and where the local offer is published	Inclusion Policy Appendix 2

19.	Arrangements for supporting children and young people who are looked after by the Local Authority and also have SEN	P3 The Role of Parents P5 Identification, assessment and Provision See Child Protection (Safeguarding) Policy
20.	Additional support for learning that is available to children and young people with special educational needs	P4 The Governing Body P6 Individual Education Plans P8 Support Agencies
21.	Arrangements for providing equipment and facilities for children and young people with special educational needs and how these will be secured	P5 Allocation of Resources
22.	Arrangements for handling complaints from parents of children with special educational needs about the provision made at the school	P3 Role of Parents See Complaints Procedure
23.	The arrangement for the admission of disabled persons as pupils at the school	P5 Admissions Arrangements See also Equality Policy
24.	The steps taken to prevent disabled pupils from being treated less favourably than other pupils	P3 Statement of Principle P3 Equal Opportunities P5 Admissions Arrangements
25.	The facilities provided to access to the school by disabled pupils	P5 Admission Arrangements See also Equality Policy and action plans
26.	The accessibility plan prepared by the governing body or proprietor (under paragraph 4 of Schedule 10 to the Equality Act 2010)	See Equality policy and action plans
27.	Details of the school's contribution to the Local Offer and information on where the Local Authority's offer is published	See Inclusion Policy See Newham website for contact details of LA offer.

**Signed by**

\_\_\_\_\_ **Chair of governors**

**Date:** .....

\_\_\_\_\_ **Headteacher**      **Date:** .....

**Agreed by Governors: November 2018**

**Review due: October 2020**