



Hillstone Primary School  
Inclusion Policy 2020



Working together to ensure  
achievement for all.

This policy has been complied with the guidance given in:

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability act 2001) 1<sup>st</sup> May 2015

OFSTED SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

### **Inclusion Statement**

- We endeavor to achieve maximum inclusion for all children (including learners vulnerable of underachievement) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Educational Need. Differentiated work and individual learning opportunities are provided for children who are learning English as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between 'underachievement' – often caused by a poor early experience of learning – and Special Educational Needs
- Some pupils in our school may be underachieving but will not necessarily have a Special Educational Need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help those pupils catch up.
- Other pupils will genuinely have Special Educational Needs and this may lead to lower attainment (though not necessarily to underachievement). It is our responsibility to ensure that pupils with Special Educational Needs have maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved SEN budget.

## Individual Learning Plans

Our approach to Individual Education Plans, which we recognise are no longer prescribed in the SEN Code of Practice 2015 is as follows:

- Our staged approach to the identification of SEN is organised as follows: Vulnerable Pupil, SEN Concern, Learning Plan – Stage 1, Learning Plan – Stage 2.
- Children identified at Vulnerable Pupil and SEN Concern will have a target sheet, written by the class teacher which is reviewed each term. This will detail the barrier to learning, provision given to meet a specific SEN need along with the target. Targets will be specific and measurable. They will be written and recorded by class teachers. The SENCO will monitor targets and provision each half term. Targets will be reviewed by the class teacher each term and shared with parents during Parents' Evening.
- Targets will state what the pupil is going to learn and what they will be able to do at the end of the given period.
- Children identified at Learning Plan – Stage 1 and Learning Plan – Stage 2 will have a Learning Plan which will incorporate:
  - Discussion between teacher and SENCO
  - Parents/carers and pupil voice
  - Discussion with other professionals where appropriate
  - Use of a continuum linked to the Language and Literacy and Maths Toolkit but personalised to match the curriculum at Hillstone Primary School. This will be updated for each child prior to their review to measure small step progress and next step targets will be derived from the baseline that is created.
- Individual Learning Plans will be reviewed at least termly by class teachers in consultation with the SENCO and parents will be invited to attend.



## Hillstone Primary School

### Staged Approach to the Identification of Special Educational Needs

#### Well differentiated, quality first teaching, including where appropriate, the use of interventions.

- All learners will have access to quality first teaching. Teaching will be monitored by SLT to ensure that it meets the needs of all learners.
- Initial concerns will be tackled through a plan do and review approach with targets recorded on a Vulnerable Pupil target plan.
- All out of the classroom interventions, will have clear entry and exit criteria through the use of an SEN Intervention Tracker sheet
- All vulnerable learners will be included on a class provision map. Interventions will be tracked through analysis of success linked to exit points. Ongoing training, coaching and mentoring will be provided to ensure that interventions meet need, closing the gap for identified children.

Our whole school assessment tracking system and intervention analysis will enable the school to:

- Plan strategically to meet pupils identified needs and track their provision.
- Audit how well provision matches need
- Identify gaps in provision
- Highlight repetitive or ineffective use of resources
- Cost provision effectively
- Inform parents, LEA, external agencies and OFSTED about resource deployment
- Focus attention on whole school issues teaching and learning, as well as individual needs, providing an important tool for self-evaluation

### Identification and Assessment

Children's needs should be identified and met as early as possible through:

- Conversations with parents and carers.
- The analysis of data including entry profiles. Foundation Stage Profile scores and other whole school pupil progress data.
- Classroom based assessment and monitoring arrangements – cycle of planning, action and review.
- Tracking individual children's progress over time
- Liaison with other schools where necessary
- Information from previous schools
- Information from other services
- Undertaking where necessary; a more in depth assessment.
- Progress over time as noted within the SEN Intervention Tracking sheet and/or when reviewing SEN paperwork at all stages.

### Additional SEN support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is 'additional to' or 'different from' the well differentiated curriculum on offer for all pupils in the school i.e. they have a Special Educational Need as defined by the SEN code of Practice 2015
- Under-achieving pupils and EAL pupils who do not have SEN will not be placed on the list of pupils being offered additional SEN support.
- Interventions will be tracked using the SEN Intervention Tracking Sheet. The SENCO will monitor outcomes on a half termly basis to ensure that interventions impact on pupil progress.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.



### **Educational Health Care Plans**

- Pupils with an Education Health and Care Plan will have access to all of the arrangements for pupils at Stage 2. In addition to this they will have an annual review of their plan.
- Hillstone Primary School will comply with all local arrangements and procedures when applying for high needs funding and/or an Education Health and Care Plan. We will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN support using our devolved SEN budget.

### **Inclusion of pupils who are looked after in local authority care**

We recognise that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and placement moves.
- There is a statutory requirement for all schools to have a Designated Teacher (DT) for looked after children. At Hillstone Primary School this role is carried out by Mrs Chudleigh.

### **Inclusion of pupils who are very able and/or talented**

In this section the term 'very able' refers to pupils who have a broad range of achievement at a very high level. Those children who are very able have very well –developed learning skills across the curriculum. The term 'talented' refers to pupils who excel in one or more specific fields, such as sport or music, but who may not perform at a high level across all areas of learning.

Teachers must have high expectations and plan carefully to meet the learning needs of all our children. We give all children the opportunity to show what they know, understand and can do, and we achieve this in a variety of ways when planning for children's learning by providing:

A common activity that allows the children to respond to their own level

An enrichment activity that broadens a child's learning in a particular skill or knowledge area

An individual activity within a common theme that reflects a greater depth of understanding and higher level of attainment

Opportunity for challenge, creativity and investigation through the planning and delivery of lessons that allow pupils to respond at a higher level

## Aims and objectives of this policy

The aims of our SEN and Inclusion Policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision.
- To attain high levels of satisfaction and participation from pupils, parents and carers.
- To carefully monitor progress for all learners in order to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.



### **Inclusion of pupils with English as an additional language**

A pupil who has English as an additional language is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school. EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

- The following provision can be expected:
- Initial assessment of language skills in order to determine the level of expressive and receptive language development.
- Any intervention delivered will be tracked carefully to ensure that a clear entry and exit point is identified and that accelerated progress is made against the identified skill.



Useful contact information:

Inclusion Manager/SENCO : Mrs. V Chudleigh

Telephone: 0121 675 3573

#### **Links with other services:**

Sensory Support Service

Telephone: 0121 303 1793

Pupil and School Support Service

Telephone: 0121 303 1792

Behaviour Support Service, referred to as City of Birmingham School (COBS)

Telephone: 0121 303 0272

The Communication and Autism Team

Telephone: 0121 303 1792

The Educational Psychology Service

Telephone: 0121 303 1793

West Midlands Speech and Language Therapy Service

Telephone: 0121 647 3566

SENDIASS – Parent Support Service provided by Birmingham LEA

Telephone: 0121 303 5004

SENAR – Special Educational Needs Assessment and Review Service

Telephone: 0121 303 1888

This policy will be reviewed annually. It was last reviewed in July 2020.