

INCLUSION POLICY

This section should be completed following ratification of the Policy.

Audience	All school and central staff and trust Leaders and Parents
Ratified	May 2024
Other Related Policies	SEND Report for each school & Safeguarding and Child Protection Policy
Policy Owner	Trust Performance Committee
Review Frequency	Within 12 months

Ownership

Preston Hedges Trust is responsible for the production and maintenance of this document. It is issued by the Clerk, catherine.gautrey@prestonhedges.org to whom any change requests or queries should be directed.

Contents:

1.	Legislative compliance
2.	Inclusion Statement
3.	Aims and objectives of this policy
4.	Stage 1 – Quality first teaching
5.	Stage 2 – Additional SEND Support
6.	Stage 3 – Education Health and Care Plan
7.	Roles and responsibilities
7,1	The Principal
7.2	The Special Educational Needs Co-Ordinator
7.3	The Class teacher
8.	Children with English as an additional language
9.	Children who are Looked After in Local Authority Care
10.	Extra curricular-activities
11.	Partnership with parents and careers
12.	Involvement of pupils
13.	Working with other agencies
14.	SEND children and transition
15.	Admission arrangements
16.	Complaints
17.	Contact details for other services

1. Legislative compliance

This policy complies with the guidance given in the Special Educational Needs and Disability regulations. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEND Code of Practice (which takes account of the SEND provisions of the SEND and the Children and Families Act 2014) 2015

Ofsted School Inspection Handbook September 2022 2024

Equality Act 2010

Children and Families Act 2014

2. Inclusion statement

We endeavour to achieve maximum inclusion of all children (including all vulnerable learners meeting their individual needs. We provide adaptive learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.

Equality of provision must be a lived reality for all our children. We make this a reality through the attention we pay to different individuals and groups of children within our schools which includes:

- Girls and boys
- Pupils from minority faiths, ethnicities, travellers, asylum seekers and refugees
- Pupils who need support to learn English as an additional language
- Children with additional learning needs
- Gifted and talented children

- Children with special educational needs and or disabilities
 - Children who are subject to Child Protection or Child in Need plans
 - Pupils with emotional and behavioural difficulties
 - Pupils at risk of exclusion, young carers and sick children
-
- Special Educational Need and Disability (SEND) might be an explanation for delayed or slower progress but is 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. Adapted work and individual learning opportunities are provided for children who are EAL 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” and SEND. Some pupils in our school may be underachieving but will not necessarily have SEND. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will have SEND, and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with SEND have the maximum opportunity to attain and make progress accurate assessment of need and carefully planned interventions, 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 school’s budget.

3. Aims and objectives of this policy

The aims of our inclusion policy and practice in the Preston Hedges Trust are:

- To create a positive inclusive culture which is promoted by the Principal and every member of staff
- To provide a safe environment which enables all learners' groups to flourish and set challenging targets for their achievement
- To provide curriculum access for all resulting in high levels of achievement for all
- To meet individual needs through a wide range of provision
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading 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 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.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).
- The Principal has delegated the responsibility for the ongoing implementation of this Inclusion Policy to the Special Educational Needs Coordinator (SENDCO).
- The SENDCO is responsible for reporting regularly to the Principal on the ongoing effectiveness of this inclusion policy. The SENDCO has strategic responsibility for the inclusion of all children with SEND and the achievement of vulnerable groups.
- The Designated Teacher for Looked After Children has strategic responsibility for the inclusion of children who are adopted or in Local Authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners.

We believe that every teacher is a leader of SEND

The SEND Coordinator and Designated Teacher for looked after children can be found on the school's website ~~and SEND~~

Information Report.

As an inclusive Trust we do not seek to closely define the SEND for which we will make provision. Some of the SEND we support include:

- Dyslexia
- Visual Impairment
- Physical disability
- Children with Speech and Language support
- Attention Deficit Hyperactivity Disorder (ADHD)
- Autistic Spectrum Disorders (ASD)
- Social, Emotional Mental Health (SEMH)

We ensure that we meet the needs of all SEND pupils to the best of our ability. In admitting pupils with SEND, we would expect to have informative discussions with both the pupil's family to ascertain the suitability of our provision. We understand that it is initially our responsibility to make provision for a pupil with SEND through the school's devolved SEND budget. Thereafter we are aware of the process of applying for Targeted SEND funding Targeted SEND Funding if the pupil's and the school's needs make that a necessity. As a Trust with mainstream schools, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school.

However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies.

SEND INFORMATION REPORT INCLUDES: (published on the school website)

- **Our school's policies for identifying children and young people with SEND and assessing their needs**
- **Our school's arrangements for assessing and reviewing children and young people's progress towards outcomes.**
 - **Our approach to teaching children and young people with SEND**
- **How adaptations are made to the curriculum and learning environment of children and young people with SEND**
- **How our school evaluates the effectiveness of its provision for children and young people with SEND.**

In agreeing our staged arrangements, the school has taken into account the following statements and definitions:

“The schools curriculum is ambitious and designed to give pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life.”

Ofsted School Inspection Handbook, 2024

“Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life”

Ofsted School Inspection Handbook, 2024

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”

SEND Code of Practice (2015)

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEND, should simplify the process of planning the right help at school level” (p68)

SEND Code of Practice (2015)

4. Stage 1 Quality First Teaching

STAGE 1 Well-adapted, quality first teaching, including, where appropriate, the use of small group interventions.

All learners will have access to good quality teaching and a well-adapted curriculum to meet the needs of all pupils.

Children with slowed progress or vulnerable children, including those with SEND, will have additional interventions to support the progress of the child. The interventions will be closely monitored and reviewed.

Identification and Assessment at Stage 1

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

- the analysis of data including entry profiles, Foundation Stage Profile scores, regular class assessment, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements: (the Graduated Approach of assess, plan, do, review)
- following up parental concerns
- tracking individual children’s progress over time
- observations in class
- liaison with feeder nurseries or pre-school’s on transfer
- information from previous schools

- information from other services

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENDCO and senior leaders
- ongoing assessment of progress made by intervention groups
- scrutiny of planning
- teacher discussions with the SENDCO
- informal feedback from all staff
- the voice of the child
- pupil progress tracking using assessment data (whole-school processes)
- attendance records and liaison with School Attendance Support (SAS)
- regular meetings about pupils' progress between the SENDCO and the Principal
- Trust internal and external school improvement visits

5. Stage 2 Additional SEND Support

Pupils will be offered additional SEND support when it is clear that their needs require intervention which is “additional to” or “different from” the well-adapted curriculum offer for all pupils in the school i.e., they have a SEND as defined by the SEND Code of Practice 2015.

Under-achieving pupils and pupils with EAL who do not have SEND will **not** be placed on the list of pupils being offered additional SEND support.

Intervention for pupils on the SEND register will be identified and tracked using the whole-school provision map termly. Progress will be carefully monitored, and targets will be set by the class teacher and SENDCO which are shared with parents.

When necessary, a more in-depth individual assessment may take place. This may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs.

The SENDCO, in communication with parents, may involve an external agency where it is suspected that a SEND is significant.

It may be decided that some of our pupils on the SEND register will require additional Targeted SEND Funding Targeted SEND Funding, for which an application needs to be made to the Local Authority, to ensure their underlying SEND is being addressed. 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 (EHCP).

Where a pupil is in receipt of Targeted SEND Funding and/or an Education Health and Care Plan, a decision will be made as to whether a termly document is required to follow The Graduated Approach.

6. Stage 3 Education Health and Care Plan (EHCP)

Pupils with an Education Health and Care Plan (EHCP) will have access to all arrangements for pupils on the SEND register (above) and, in addition to this, will have an Annual Review of their plan, which will involve, parents, teaching staff, SENDCO and the voice of the pupil.

Our school will comply with all local arrangements and procedures when applying for:

- Targeted SEND Funding
- An Education Health and Care Plan
- Our review procedures fully comply with those recommended in Section 6.15 of the SEND Code of Practice and with local policy and guidance - particularly with regard to the timescales set out within the process

7. Roles and Responsibilities

7.1 Principal

The Principal is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Principal will delegate the day-to-day implementation of this policy to the SENDCO.

The Principal will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:

- Analysis of the whole-school pupil progress tracking system
- Maintenance and analysis of a whole-school provision map for vulnerable learners (could be devolved to another member of the Leadership Team and SENDCO)
- Pupil progress meetings with individual teachers
- Regular meetings with the SENDCO
- Discussions and consultations with pupils and parents

7.2 Special Educational Needs and Disability Coordinator (SENDCO)

In line with the recommendations in the SEND Code of Practice 2015, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- Analysing data of SEND pupils and ensuring all SEND pupils make maximum progress and provision in class supports this
- Monitoring the academic achievement of all pupils and identifying any minority groups at risk of under achievement
- Maintenance and analysis of whole-school provision map for SEND learners

- Co-ordinating provision for children with SEND
- Liaising with and advising teachers
- Advising other classroom staff involved in supporting SEND learners
- Overseeing the records on all children with SEND
- Contributing to the in-service training of staff
- Conducting an Annual Review for all pupils with an Education Health and Care Plan (EHCP)
- Carrying out referral procedures to the Local Authority to request Targeted SEND Funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a pupil may have a SEND which will require significant support
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the SEND learners' provision map
- Evaluating regularly, the impact and effectiveness of all additional interventions for SEND learners
- Liaising and consulting sensitively with parents and families of pupils on the SEND register, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- Attending training as appropriate
- Liaising closely with a range of outside agencies to support SEND learners

7.3 Class teacher

Will secure good provision and good outcomes for all learners (Quality First Teaching). Alongside the SENDCO, the class teacher will identify any vulnerable learners.

Liaising with the SENDCO;

- to agree appropriate, adaptive, well planned learning opportunities for all vulnerable children
- to agree effective interventions for those identified with a SEND and/or EAL where necessary
- to agree individual targets for those identified with SEND and/or EAL where necessary
- Ensure effective deployment of resources – including teaching assistant support – to maximise outcomes for all groups of vulnerable learners-

8. Children with English as an Additional Language

Definition

A pupil who has English as an Additional Language (EAL) 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 SEND, but are seen to benefit from the ability to live and learn in more than one language.

Approach

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

Admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in first language which will facilitate the admission process and provide key information about our school.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision may be required :

- Initial identification of EAL
- A further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language
- Work in class will be adapted for the pupils to lessen linguistic difficulties without significantly reducing academic challenge
- Additional support for pupils may be given through first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary
- Teachers will work closely with parents to support children with EAL and if necessary, support children to catch up with missed education.
- The pupil will not be placed on the SEND register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents

in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

9. Children who are Looked After in Local Authority Care (LAC)

The Trust recognises that:

Children who are looked after in Local Authority care have the same rights as all children but may have additional needs due to possible attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are often commonly understood reasons (why children who are looked after in Local Authority care often fail to make expected progress at school. "Children who are or have been in care are one of the lowest performing groups in terms of educational outcomes" (The Educational progress of LAC in England, 2015).

There is a statutory requirement for all schools to have a designated teacher (DT) for LAC . The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school
- Ensuring that children who are 'looked after' have access to the appropriate network of support checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team
- Liaising with the child's social worker to ensure that there is effective communication at all times

- Celebrating the child's successes and acknowledge the progress they are making
- Our school will work closely with the county's Virtual School (VS) for children which promotes the educational needs of LAC and monitors admissions, PEP completion, attendance & exclusions

10. Extra-curricular Activities

The school follows an inclusive approach towards extra-curricular activities and SEND. Experiences (whether this is a club, school trip, residential etc) will be available to all pupils unless a pupil compromises the health and safety of themselves or others. It may be necessary to ask a parent to attend an extra-curricular activity or school trip to take responsibility for the child. The SENDCO will agree when this is necessary to ensure the safety and enjoyment of all children in partnership with the Principal.

11. Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for all pupils with an EHCP, involving parents in the drawing-up and monitoring progress against these targets

- Keeping parents and carers informed and giving support during assessment and any related decision-making process
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

12. Involvement of pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning through the ‘pupil voice’
- Identify their own needs
- Self-review their progress and identify how to improve
- For pupils with an EHCP, monitor their success at achieving their targets

13. Working with other agencies

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

We seek to respond quickly to emerging need and work closely with other agencies within Northamptonshire and Milton Keynes including:

- Early Help Assessment team
- CAMHS (Children and Adolescence Mental Health Service)
- Educational Psychology Service
- Information, Advice Support Service (IASS)
- Local council Sensory Impairment team

- NHS Mental Health Support Team (MHST)
- Local NHS services
- School Attendance Service (SAS)
- Multi-Agency Safeguarding Hub (MASH)
- The Special Educational Needs and Disabilities Information and Advice Support Services (SENDIAS) Inclusion and Intervention Team
- Milton Keynes SEND Support Team
- Local council Sensory Impairment team

In accordance with the SEND Code of Practice (2015) we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with SEND. For pupils with an EHCP, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

We have a clear point of contact within the school who will coordinate the support from outside agencies for each pupil. This will be the SENDCO or Designated Teacher for LAC.

14. SEND children and transition

We will ensure smooth transition into our school from the previous phase of education and from our school into the next phase of education.

We will ensure early and timely planning for transfer to a pupil's next phase of education and, in the term before in which they leave, will offer transition meetings to all pupils in receipt of additional SEND support and all those with an EHCP will have next phase destinations and transition arrangements discussed at review meetings.

Support for the pupil will be carefully planned and will include familiarisation visits and support from our staff. Pupils will be included in all “class transition days” to the next phase but may also be offered additional transition visits.

Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

All files and information will be passed on to the new school to ensure a smooth transition.

15. Admission arrangements

No child will be refused admission to school on the basis of his or her SEND, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority).

If a child enters the school with significant SEND, it may be beneficial for that child to begin school on a reduced timetable, which will be discussed with the parents/carers. The provision provided for the pupil will be reviewed frequently and outside agencies will be involved in the review process. This will be shared with the School Attendance Support Team.

16. Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDCO, then, if unresolved, by Principal, in line with the Trust Complaints Procedure.

17. Contact details for other services

Effective working links will also be maintained with:

Northampton

Educational Psychology Service: ~~Contact Number:~~

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/support-services.aspx#:~:text=The%20Northamptonshire%20Educational%20Psychology%20Service,%2C%20assessment%2C%20interventions%20and%20learning.>

Information Advice and Support Service (IASS): Contact Number: 01604 636111

www.iassnorthants.co.uk

Virtual School for Looked After Children: Contact number: 01604 365912

<https://www.westnorthants.gov.uk/virtual-school>

Primary Behaviour Outreach Support (Maplefields Team): Maplefields -

<https://www.maplefields-td.org.uk/index.php/contactus>

See Local Offer website link for contact details in relation to Targeted SEND Funding Applications and Education Health and Care Plans:

www.northamptonshire.gov.uk/localoffer

Milton Keynes

Children, Young People and Families, Early Help: Contact Number 01908 691691

<https://www.milton-keynes.gov.uk/children-young-people-families/early-help>

Information, Advice & Support Services Network: Contact Number 01908 254518

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/mk-special-educational-needs-and-disability-information-advice-and-support-service>

Mental Health Support Team (MHST): Contact Number 01908 725 691

<https://www.cnwl.nhs.uk/>

Educational Psychology Service: Contact Number 01908 657825

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/education/send-services/new-educational-psychologists-service>

Inclusion and Intervention Team: Contact Number 01908 657825

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/education/send-services/inclusion-and-intervention-team>

Virtual School for Looked After Children: Contact Number 07881 875294

<https://www.milton-keynes.gov.uk/children-young-people-families/virtual-schools>

Outreach Team: Contact number 01908 253414

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer/education/send-services/outreach-team>

(See Local Offer website link below for contact details in relation to Targeted SEND Funding Applications and Educational Health and Care Plans)

Milton Keynes SEND Support Team: Contact Number 01908 253414

Email: SENDSupport@milton-keynes.gov.uk

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>