



Inclusion Policy

Committee ownership for this policy:	C&A
Must be approved by FGB:	No
Required by: 1 / 2 <ul style="list-style-type: none"> • Where 1 is indicated, the requirement is statutory • Where 2 is indicated, the requirement is recommended 	2
Frequency of review:	Annually
Date last reviewed:	November 2018
Date of next review:	November 2019
Display on website:	No
Purpose:	<p>Purpose: The purpose of this policy is to outline the procedures for the identification, assessment and provision of the following groups of pupils:</p> <ul style="list-style-type: none"> • Pupils with special educational needs and/or disability (SEND) • Pupils who are academically more able (AMA) • Pupils who have English as an additional language (EAL) • Pupils who are Looked After in Local Authority Care • Pupils who receive the Pupil Premium Grant (PPG) and/or are Socially Disadvantaged or Vulnerable <p style="text-align: right;">Consultation: Draft to staff &</p>

	governors
Consultation:	This policy was developed with a representative from the governing body and in the next review will involve parents of children with SEND. It will be reviewed annually.
Links with other policies:	Whole school vision statement SEND (Special Educational Needs and/or Disability) Information report Accessibility plan Equalities policy Assessment, Recording and Reporting Policy Home Learning Policy Behaviour and Anti-bullying Policy Performance Appraisal Policy

1) Principles

Kew Riverside Primary School is committed to providing an inclusive and high quality education to all the children within our community. We believe that all children are entitled to a broad and balanced academic and social curriculum, irrespective of ethnicity, attainment, age, gender, ability or background.

We believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Kew Riverside is committed to inclusion.

2) Aims

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.

- We strive to achieve a feeling of openness and tolerance which welcomes everyone to the school
- We ensure that all our teaching and interactions with the children

- are of the highest quality
- We aim to create a stimulating and nurturing learning environment
 - We ensure that all children are given every opportunity to succeed with their learning and to achieve the highest standards in all that they do
 - We believe in children actively learning through a varied and enriched curriculum which develops their life skills
 - We believe in embracing every experience for children to learn in close partnership with parents and carers
 - We believe that no child should be excluded from, or discriminated within education on grounds of race, colour, gender, language, religion, political or other opinion, national, ethnic or social origin, disability, birth, poverty or other status
 - All children's views are listened to and taken seriously
 - Individual differences between children are a source of richness and diversity

The Inclusion Manager is responsible for reporting regularly to the headteacher and the governor with responsibility for SEND on the ongoing effectiveness of this inclusion policy.

3) PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

Please see also the school's SEND Information Report/Policy

Definitions

The SEND Code of Practice (2014) states that a child or young person has SEND if they have a learning difficulty or disability that 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 if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special Educational Needs are broadly defined by the following four areas of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional and mental health

- Sensory and/or physical needs

Identification

Pupils that have barriers to learning that cannot be overcome by high quality teaching and short-term intervention groups will almost certainly require additional and extra provision. These children are identified as having SEND and will be included on the school's SEND support register.

Provision

At Kew Riverside we are able to offer provision for many Special Educational Needs (for example, dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and behaviour difficulties) without an Education, Health and Care (EHC) Plan. There are other kinds of SEND that are more specialist, and for which we would need to access training and advice so that these kinds of needs can be fully met.

The school currently meets the needs of pupils with an EHC Plan for the following kinds of special educational need: autism and social communication difficulties; mild physical disability; speech and language difficulties; attention deficit hyperactivity disorder (ADHD).

Within the classroom

- Class teachers have the highest expectations for children in their class, whatever their prior attainment.
- Teaching is differentiated and personalised in order to meet children's needs and enable them to access a broad and balanced curriculum.
- Specific strategies (which may be suggested by the Inclusion Manager or outside professionals) are embedded in classroom practice.
- Teachers have a clear understanding of individual children's progress and attainment and will act quickly to identify any gaps in understanding /learning and seek additional support if necessary.

Out-of-class provision

- Group or 1:1 interventions may be run by a learning support practitioner, the Inclusion Manager or a booster teacher who has received the relevant training to run the group. Intervention

programmes are evidence-based and aim to address difficulties in maths, writing, reading, fine and gross motor skills, speech and language, or social and emotional development.

Specified Individual Support

This support is usually provided (or 'specified') via an Education, Health and Care (EHC) Plan. The child will have been identified as needing a more intensive level of specialist help that cannot be met from the SEND resources available within schools.

This type of support is available for children whose learning needs are complex and lifelong.

This means that:

- The school (or a parent) can ask the Local Authority for an Education, Health and Care (EHC) needs assessment for the child.
- This is a legal process which sets out the amount of support that will be provided for a child.
- If the child requires an EHC Plan, this will be written by the Local Authority.
- The EHC Plan will outline long and short term outcomes for the child and what support they will receive in order to achieve these outcomes.

Assessment and Monitoring

Identified pupils are placed on an SEND support register and parents are informed. The Inclusion Manager is responsible for compiling and maintaining the register in consultation with class teachers. Pupils are monitored and assessed in line with the school's Assessment policy and the school's leadership team evaluates the progress and attainment of SEND children on a termly basis. The register is also reviewed and updated each term.

In addition,

- In consultation with parents, strengths and weaknesses are identified and used to plan an SEND support plan which includes specific outcomes, interventions, strategies and resources to be used by any member of staff working with the child.

- The Inclusion Manager may carry out standardized assessments of individual children with SEND in order to provide more detailed diagnostic information about a child's ability in reading, spelling and maths.
- Children's progress through specific intervention programmes is monitored by the Inclusion Manager through analysis of 'entry' and 'exit' data and the completion of intervention evaluation sheets.
- Parents of children who are identified as having SEND are invited for extended planning and review meetings three times a year with the class teacher and, if appropriate, the Inclusion Manager, to evaluate progress and outcomes against their SEND support plans.
- The progress of learners with an EHC Plan is formally reviewed at an annual review meeting which involves all relevant adults, professionals and, as appropriate, the child.

4) ACADEMICALLY MORE ABLE (AMA) PUPILS

All pupils have different abilities and it is our aim to develop the individual skills and talents of every learner in the school. Providing suitably challenging and exciting learning opportunities for those children who are particularly able is integral to this. The Department of Education no longer uses the term 'gifted and talented' to describe such pupils but does emphasise the need for schools to provide for those who are 'academically more able'.

Definitions

At Kew Riverside, we define academically more able pupils as those who excel in one or more of the core subjects of maths, reading or writing and who are achieving, or have the ability to achieve, at a level that is **significantly above that of their peers.**

Identification

Children who have achieved well above age-related expectations at the end of the Early Years Foundation Stage (EYFS) or Key Stage 1 are identified as being 'academically more able'. In addition, identification is based on teachers' professional judgements of the children's ability, based on classroom work and interactions. A child who has not necessarily been identified as 'academically more able' may still, of

course, make accelerated progress at different points in their learning journey and achieve at above expected standards.

Provision

Within the classroom

It is our belief that the most effective provision for more able pupils takes place within a classroom where expectations are high and teaching is skillfully differentiated so that it excites and challenges pupils in their areas of strength and develops them in any areas of relative weakness. In-class strategies employed by teachers include:

- Setting appropriately high targets
- Providing open-ended tasks that promote investigation and enquiry
- Setting extension activities or a choice of learning activities
- Asking targeted questions that encourage higher-order thinking
- Facilitating independent work and self-study
- Ensuring children know the next steps in their learning
- Providing mentoring opportunities (to allow children to teach others their skills)

Out-of-class provision

Enrichment opportunities out of class include the following:

- Inter-borough enrichment days and competitions
- Workshops/visits led by outside professionals
- Themed days/weeks within school (eg Science week, International Book day)
- Teaching partnerships with secondary schools
- Trips

Assessment and Monitoring

Identified pupils are placed on a register of AMA pupils and parents are informed. The Inclusion Manager is responsible for compiling and maintaining the register in consultation with class teachers. Pupils are monitored and assessed in line with the school's Assessment policy and the school's leadership team evaluates the progress and attainment of AMA children on a termly basis. The register is also reviewed and updated each term.

5) PUPILS WITH ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

We welcome and celebrate linguistic and cultural diversity and have high expectations 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.

Definitions

A pupil with English as an additional language (EAL) is characterized as one whose first language is known to be other than English. The Department for Education (DfE) defines 'first language' as "the language to which a child was initially exposed during early development and continues to be exposed to this language in the home or in the community" (DfE, 2013b, p.7). English as an additional language is not considered a Special Educational Need and pupils with EAL are seen to benefit from the ability to communicate and learn in more than one language.

Provision

We recognise that pupils with EAL, who may be new to English and to the UK, need support and stability as they start school. For this reason, when they arrive at Kew Riverside they are:

- allocated classroom and playtime 'buddies' to support them as they settle into the new class and routine
- provided with illustrated 'survival English' games, activities and prompts (as appropriate)
- allocated extra adult support as necessary

Language acquisition is best promoted in school through high-quality, effectively differentiated class teaching coupled with short-term, targeted interventions, where necessary. It is not recognized as good practice to routinely withdraw children with EAL from mainstream classrooms for prolonged periods of time as this has no proven benefit in terms of aiding language development. At Kew Riverside, teaching staff use a range of strategies to help children learn English as successfully as possible and to access in the National Curriculum:

- Ensuring that tasks are well supported by concrete and visual materials, especially for pupils in the earlier stages of English acquisition
- Planning differentiated learning activities
- Providing work scaffolds such as key words, visual materials, sentence frames
- Enabling children with EAL to work in collaborative groups with able and fluent English speakers who provide good models of language

- Providing children with access to dual language texts, posters and displays
- Providing support through ICT, video or audio materials, dictionaries or translating software
- Withdrawing children from class for short, targeted intervention programmes, as necessary
- Creating opportunities for children to communicate in their first/home language
- Displaying artefacts and materials which reflect the children's home background
- Pre-teaching subject-specific vocabulary
- Using Richmond support staff to translate reports/policies; provide interpreters for parent-teacher meetings; carry out home language assessments where possible and appropriate; lend resources

Assessment and Monitoring

Pupils with EAL are placed on a register of EAL pupils when they start at Kew Riverside and the Inclusion Manager is responsible for compiling and maintaining the register in consultation with class teachers. Each pupil is assessed on a termly basis against the DfE's 'Proficiency in English' descriptors. Staff recognise that although children can become conversationally fluent in two years it will take a further 3-5 years at least for them to gain enough vocabulary and knowledge of English to function efficiently in all subject areas. Pupils' attainment and progress across the National Curriculum are monitored and assessed in line with the school's Assessment policy.

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 parents with EAL 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.

6) Children who are Looked After in Local Authority Care

At Kew Riverside 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

many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

- There are commonly understood reasons (Social Exclusion Unit Report, 2003) why children who are looked after in local authority care often fail to make expected progress at school :
 - Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical

- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The designated teacher at our school is the Headteacher. 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, at least every six months
 - ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
 - preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
 - 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 local authority's Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

7) Pupil Premium/Socially Disadvantaged/Vulnerable Children

Definitions

The Pupil Premium is government funding which is allocated to children eligible for free school meals at the time of the January Census, or at any time in the previous six years, as well as children who have been looked after continuously for more than six months. At Kew Riverside, we recognise that not all pupils who receive free school meals will be socially disadvantaged or vulnerable and likewise, not all socially disadvantaged or vulnerable children are registered or qualify for free school meals.

Provision

We use the Pupil Premium grant to tailor support for identified children in a range of ways appropriate to their individual needs. This includes:

- Targeted intervention programmes (1:1 or group) in maths, reading, writing and social skills
- Play therapy (1:1) with qualified play therapist
- Support from the educational psychology service (consultations, observations and assessments)
- Home learning club
- Financial support with school trips and visits
- Financial support with before and after-school activities

Assessment and Monitoring

Pupils who are eligible for the Pupil Premium and/or who are vulnerable are placed on a register of pupils when they start at Kew Riverside and the Inclusion Manager is responsible for compiling and maintaining the register in consultation with class teachers. Pupils' attainment and progress across the National Curriculum are monitored and assessed in line with the school's Assessment policy.

An annual statement to parents on how the Pupil Premium funding has been used is published on the school website on a yearly basis.

7) PARENTS/CARERS AND THE WIDER COMMUNITY

At Kew Riverside we recognise the paramount importance of, and value the partnership with, parents/carers and the wider community. We aim to promote a common sense of identity and support diversity, demonstrating to the children how different communities can be united by common experiences and values. We aim to:

- provide an inclusive, welcoming environment where parents/carers can discuss any concerns with members of staff
- take into account parents' knowledge, views and attitudes
- support parents/carers whose first language is not English by enlisting the help of translators and interpreters, where necessary
- ensure that parents/carers are regularly informed of their children's progress, attainment and well-being in school through termly reports, parent-teacher meetings and ad-hoc conversations, either in person or via phone calls/emails
- provide parents with information on school policy, support and services provided by the school and the LA
- provide and use information techniques that ensure communication is clear and effective