

## **Ranvilles Infant School Inclusion Policy**

**Person Responsible:** Miss S Barnes  
**Next review:** Autumn 2019

In drawing up the Special Needs Policy the school has regard for the Code of Practice on the Identification and Assessment of Special Educational Needs 1993, the Education Act of 1996 and regard for the Disability Discrimination Act in Schools 1996. Reference has also been made to the Education Regulations 1999 (SEN), the SEN Regulations 2001, the SEN and Disability Act 2001 and the Disability Rights Commission code of practice. In view of the 2014 changes to SEND practice and provision updates to this policy have been made. See Special educational needs and disability code of practice: 0 to 25 years – Department of Education January 2015.

The Governors, headteacher, all teachers and assistants are committed to ensuring that effective provision is made for children identified with special educational needs including arrangements to provide inclusive education and services for all those involved with the school. The school also aims to provide challenge for able and gifted and talented pupils and appropriate interventions and differentiation for EAL and other religious groups.

### **Intentions**

At Ranvilles Infant School we intend through our Inclusion Policy to ensure that:

- All children are valued equally, regardless of their abilities and behaviours.
- All children have access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs.
- All teachers recognise that they are teachers of children who may experience difficulties in their learning.

### **Aims and Objectives**

At Ranvilles Infant School we aim to ensure that:

- The variety of children's needs should be recognised and met through a flexible and varied provision.
- All children have entitlement and access to the full curriculum or adapted curriculum where necessary.
- Every child is encouraged, valued and accepted whatever their individual need.
- Parents, carers and children are enabled to work in partnership with the school.

The aims will be achieved by meeting the following objectives:

- Clear guidelines will be provided for all staff on the process of identifying and assessing a child's individual needs. These needs will be noted down on a termly analysis card by the class teacher and a copy handed to the Assessment Manager and Inclusion Manager.

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- Through our rigorous target and tracking system pupils who need extra support or challenge will be quickly identified and interventions put in place to ensure correct progress.
- All teaching staff will attend appropriate in-service training.
- All staff will deploy a range of high quality interventions to ensure all pupils can achieve. Children work in mixed ability groups and any pupil can receive support to boost their learning in a particular area.
- The school is committed to building sound resources which can be utilised by all staff.
- Staff can discuss, at any time, concerns about a pupil with Inclusion Manager, Assessment Manager or Head teacher.

The planned curriculum will take account of children's individual needs through:

- Creating opportunities for success and praise
- High expectations for all pupils with everyone aiming high
- Adjusting classroom management and/or environment
- Organisation of groups
- Provision of resources
- Range of interventions

### **Roles and Responsibilities**

The manager for Inclusion will be responsible for:

- The day to day operation of the school's Inclusion policy, incorporating special educational needs (SEN)
- Advising fellow teachers
- Co-ordinating provision for children with SEN and able, gifted and talented pupils
- Maintaining the school's SEN register and overseeing the records on all pupils with SEN
- The planning of individual and specific additional teaching programmes for children who need intervention
- Liaising with parents and carers of children with SEN
- Contributing to the in service training of staff
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- Prepare, review and maintain the Local Offer and ensure this is up to date on the school website

### **Reporting**

The Governing Body's Annual Report will contain information on:

- The success of the Inclusion Policy
- Significant changes in the policy

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- Any consultation with the LEA, the Funding Authority and other schools
- How resources have been allocated to and amongst children with SEN over the year including those children who receive pupil premium funding

Parents will be reported to on a regular basis.

Outside agencies will be involved as and when appropriate.

### **Buildings**

Adaptations to the school building would be considered in consultation with the LEA.

### **Support Arrangements**

Children are educated wherever possible within the classroom or withdrawn for individual small group work if deemed appropriate. The withdrawal of children takes into account the class timetable and the children's entitlement to a broad and balanced curriculum.

### **Admission**

The school admission arrangements apply. The policy is available for inspection from the Headteacher.

### **Parents**

Additional information on Special Educational Needs issues is available in school for parents on request.

### **Complaints**

Any parent or carer with a complaint should refer to the School's Complaint Procedure published in the School Prospectus and advice on the Local Offer.

### **School Links/Transition**

All SEN records are transferred to the next school when a child leaves.

### **Criteria for Evaluating the Success of the Inclusion Policy**

- A register of children with SEN is maintained by the Inclusion Manager.
- ILP's – Individual Learning Plans (appendix 2) are reviewed within a term and parents, carers and pupils are involved in the process through use of discussion of ILP targets with the child and differentiation and support within the classroom. Additionally the child may receive intervention work.
- TPA's (Transition Partnership Agreements) and targets set will be reviewed as needed with the relevant agencies involved

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- ILP Behaviour targets will also be reviewed termly in the same way as a child's ILP is reviewed. They may also be reviewed and updated more frequently if needed. It is expected parents and carers will support the school with this process. Outside agencies such as the behaviour support team and/or educational psychologist may also be involved with this.
- The SEN funding received by the school through the budget is used specifically to benefit pupils identified on the SEN register.
- All children are integrated into school and there are no disapplications.
- There may be involvement within outside agencies for children at the School Support stage of the SEND register.
- The support and intervention programmes are effective. These will be monitored by the Inclusion Manager/Senior leadership team
- ILPs will be written and reviewed by the Class Teacher with input from the Inclusion Manager for children at the School Support stage.
- ILPs will be written and reviewed with input from the Class Teacher, Inclusion Manager and any other agencies involved for children at the School Support stage, including those with EHCP's and those going through the statutory assessment process and Transition Partnership Agreements.