



St Mary's & St Peter's C of E Primary School

Inclusion Policy

Date:	March 2018	Review Date:	March 2019
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We believe that we are an educationally inclusive school as we are concerned about the teaching and learning, achievements, attitudes and well-being of all our pupils.

We welcome our responsibilities to provide for pupils with Special Educational Needs and Disabilities (please refer to our Disability Equality Scheme) and consider it a matter for the whole school.

Admissions of pupils with SEND are considered on the same basis as those without SEND. The School Admissions Code of Practice requires children and young people with SEN to be treated fairly. Admissions authorities:

- must** consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must** not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must** not refuse to admit a child on the grounds that they do not have an EHC plan

School Ethos, Vision and Values

Every pupil with SEN and disability in this school has an entitlement to fulfil his or her optimum potential. Our school is a Church of England School and works in partnership with our two local parish churches, St Mary with St Albans and St Peter and St Paul's. We aim to reflect the values, traditions and beliefs of the Christian Faith and therefore our Spiritual Values underpin everything that we do.

St Mary's and St Peter's Church of England Primary School's vision is to offer our pupils scope to achieve 'life in all its fullness' (John 10.10). This is achieved by ensuring the wellbeing of all pupils in relation to: wisdom, knowledge and skills; hope and aspiration; co-humanity and living well together; dignity, humility and respect.

These outcomes are embraced in every aspect of school life: personalized teaching and learning approaches; access to ICT across the curriculum; support for emotional wellbeing; assessment for learning; partnership with parents/carers, other schools and external agencies.

Our school's ultimate aim is for all our children to feel valued and respected.

Procedure

SENCO	<ul style="list-style-type: none">• The SENCo co-ordinates our Inclusion Policy.• The SENCo co-ordinates training to improve skills and effectiveness of all staff.• The SENCo will monitor and evaluate the provision and extended services through tracking SEND pupils' progress and analysing data in relation to the impact of interventions and resources recorded on the tracker.
Identification of need	<ul style="list-style-type: none">• Please refer to the Disability Equality scheme• Teachers concerned about a pupil or pupil's progress first consider if any aspect of what is provided could be creating difficulties.• If the class teacher feels that there is still cause for concern, then –in consultation with the SENCo- they take initial action. During this time the pupil will be recorded as 'causing concern' on the school Record of Concern documentation. The evidence gathered on the Record of Concern will inform decisions about movement on to the Special Educational Needs register.• There is wide scope for differentiating the curriculum and ways of delivering it. It is only when interventions are required which are additional to and different from the differentiated curriculum provision for all pupils that an individual education plan (SEN Support Plan) is needed. Pupils then join the SEN Register at 'SEN Support', in consultation with parents/carers.• If, after interventions at year group, Record of Concern and SEN Support level, the pupil is not making progress in their personal areas of need, an application for assessment for Education, Health and Care Plan is considered, in consultation with parents/carers. The SENCo usually acts as Lead Professional, and the process will involve collating the work and input from all external agencies e.g. Speech and Language Therapists, Occupational Therapists, CAMHs, Educational Psychologists.• We use Achieving for Children's (London Borough of Richmond Upon Thames) Guidance on the SEN Code of Practice 2014.

Teaching & Learning	<ul style="list-style-type: none"> • Teachers' planning takes into account the abilities of all pupils with work being differentiated to fit the needs of everyone. • Teachers work collaboratively with the SENCo and other professionals to overcome potential barriers to learning and assessment for individuals and groups of pupils. • Teachers use a variety of teaching styles to deliver a broad and balanced curriculum. • Teachers set suitable learning challenges, and SMART targets both within the classroom, within intervention groups and on any SEN Support Plans. • Teachers' planning reflects the recommendations and strategies contributed by external agencies for individuals and groups of pupils.
Pupil voice	<ul style="list-style-type: none"> • Our pupils have the right to be involved in decision-making and target setting. Our school has procedures and times when we can note pupil viewpoints and perspectives. • Wherever appropriate and possible, pupils' views are considered carefully when planning their provision and learning opportunities.
Resources	<ul style="list-style-type: none"> • Appropriate resources are in place to cater for all individual needs. These are updated and replaced when the need arises. • There is a set SEND budget for the purchasing of necessary resources to support inclusion.
Links with parents & multi agency working.	<ul style="list-style-type: none"> • We welcome and encourage parents to participate in a variety of ways through their child's educational career at our school. • We have in place good lines of communication and strong links with the voluntary sector and outside agencies that provide support and advice. • The SENCo has termly multi-professional meetings that provide invaluable advice and support from a range of different services such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, School Nurses and Family Support Workers.
School Environment	<ul style="list-style-type: none"> • An annual audit of the school building and grounds ensures that all pupils with disabilities have full access to all areas of learning.

	<ul style="list-style-type: none"> The school design is to be fully compliant with DDA requirements.
Class Environment	<ul style="list-style-type: none"> Pathways are created in all classrooms to allow wheelchair access and ease of mobility. Adaptations are made where necessary for pupils with VI or other sensory impairment.
Review	<ul style="list-style-type: none"> This policy is reviewed annually.

Effectiveness

We believe this policy will be effective only if we ensure consistency across the school by regular monitoring of the policy, teaching and learning, planning and resources/support.

Headteacher:		Date:	
Chair of Governing Body:		Date:	