



INCLUSIVE EDUCATION POLICY

Updated April 2023

The school adopts the following fundamental principles, regarding successful inclusive education, taken from the SEN Code of Practice and other school policies:

- All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.
- A child with SEN should have their needs met.
- The views of the child should be sought and considered.
- Parents have a vital role to play in supporting their child's education.
- Children with SEN should be offered full access to a broad, balanced and relevant education including the foundation stage curriculum and the National curriculum.
- Children with English as an additional language should have their needs met.

Guiding Principles of this Policy:

- The successful inclusion of all pupils at Shaftesbury Primary School is to be actively sought by all members of the school community.
- Staff and parents/carers should share their knowledge and understanding of the child and then seek to work in partnership for the good of the child.
- The school's allocation of resources for SEN should reflect the various levels of need experienced by pupils.
- The school recognises the inherent difference between SEN issues and EMA issues.

Roles and Responsibilities:

Class teacher.

The class teacher is responsible for assessing and providing appropriate tasks and activities to meet the needs of each child and to keep appropriate records of that provision and subsequent progress and attainment. Usually, additional or different provision is recorded in a SEND plan which is drawn up and later evaluated by the class teacher. In fulfilling these duties, staff should be supported by colleagues who have curriculum leadership responsibilities and in some cases by visiting advisors from the support services. Should the class teacher have concerns regarding the learning or behavior of someone in their class or set they should discuss these with the SENCO and with the parents of the child. Recording of such discussions with parents should be made in the child's pupil profile.

Where a child is supported by a T/A, the class teacher should take care to ensure that the T/A is fully informed as to the needs and appropriate support of that child. This will involve the teacher sharing the information/recommendations contained in reports from outside agencies and the strategies and targets specified in the child's IEP, EHCP or SEND Plan.

Teaching Assistant

A Teaching Assistant specifically assigned to work alongside groups or individuals, who need additional support in order to access the curriculum or to meet other special needs, works under the direction of the class teacher.

SENCO/Inclusion Manager

- SENCO will soon be enrolled onto the NASENCO, has the NPQML qualification and is in the process of gaining the NPQSL qualification.
- Maintaining the SEN register and overseeing the records of all children with SEN.
- Line management of T.A.s and support teachers and co-ordination of their timetables by liaising with the Safeguarding lead and business manager who are responsible for logistics within the school.
- Support to other colleagues.
- Modelling ways of working.
- Overseeing the day-to day operation of the inclusion policy.
- Coordinating provision for children's SEN.
- Liaising with and advising fellow teachers and subject leaders.
- Liaising with parents of children with SEN.
- Contributing to the INSET of staff.
- Liaising with external agencies and LEA officers.
- Liaising with subject coordinators regarding I.E.P.s attainment, assessment and progress.
- Contributing to the development and implementation of a whole school Behaviour Management Plan.
- Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning.
- Monitoring of provision for children on the SEN register or about whom there has been an expression of concern, by in-class observations, looking at teachers' planning, delivery and IEPs.
- Attend cluster meetings and disseminate information to the school staff.
- Liaise with the SEN link governor.
- Raise awareness of the Inclusion policy in the school.
- Link with feeder and host schools.
- Provide information each term to inform the Head Teacher's 'Report to Governors'.
- Co-ordinate review procedures and termly year group meetings.
- Contribute to the induction of new staff with reference to school's inclusion policy and procedures.
- Present the cases of children for whom the school is seeking Exceptional Needs Funding.
- Line management responsibilities for EMA staff and SEN teacher.
- Provide guidance and advice to Teachers in relation to EMA in liaison with the EMA post holder.

Outside Agencies Which Support and Advise Staff at Shaftesbury.

The SENCO/INC MANAGER is the school's key link persons for most outside agencies; this work involves arranging referrals, organising visits, attending meetings personally or arranging cover in order that class teachers can meet with visiting professionals.

Parents are always consulted about proposed referrals, our reasons for making a referral, and what we would hope to gain by involving other agencies. Parental agreement to a referral being made is essential to the process going ahead. The SENCO/INC MANAGER and class teacher share responsibility for liaising with parents and pupils regarding the involvement of outside agencies.

Outside agencies fall into two groups, those that are termed "open" i.e. there is no restriction as to who makes the referral to the service, and others which have a restricted access, referral to whom can only be made by certain bodies.

All action is taken into accordance with:

- Newham Safeguarding Children Board guidelines – Pan-London Child Protection Procedures
- Keeping Children Safe in Education (DfE, 2022)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

What follows is a list of the principal agencies to which referrals are made by the school:

The Educational Psychology Service

We have a service level agreement of 9 half day visits a year from our E.P. (Educational Psychologist). The E.P. will advise on provision for individual pupils or larger groups. The involvement of the E.P. is an essential step in seeking formal assessment of a child's special needs. Currently we have 6 pupils on the waiting list.

Health Trust Speech and Language service

Children whose needs center on understanding or expressing difficulties are seen at school for assessment or therapy. Children who have problems in articulating / making their speech are seen at clinic.

Speech and Language service

Although we can and do still refer children via the health services for speech and language, we also have bought-in via an outside agency for a speech and language therapist to come to our school once a week. Whilst the SALT therapist is at school, they assess children, work with children to complete a speech and language program and also train T/As to facilitate additional speech and language sessions throughout the school week.

Hospital and Home Tuition Service

Can provide teacher input at home or in hospital for children whose health dictates they cannot attend school for protracted periods.

L.C.I.S.

(The Language Communication Interaction Service) the team offers to support schools in assessing and meeting the needs of pupils with

- Severe/profound learning difficulties
- Specific learning difficulties/dyslexia
- Complex learning difficulties
- Physical/medical conditions and associated difficulties

Dyslexia CNDS team

We have a service level agreement with a specialist called Frances Clarke; she assesses and set up programs for pupils with Dyslexia or Literacy barriers. Give training and support when required.

Community Occupational Therapy Service for Children

Assist in diagnosing the specific problems of children who evidence poor fine or gross motor co-ordination and delay in function skills such as eating, dressing and handwriting. The service can provide the right equipment to allow disabled children more independence and facilitate greater access to school.

Admissions:

The admission rights of all children, with or without SEN are covered by the LA's admissions policy.

Resources:

The delegated SEN budget from the LEA, funds the provision T.As and other support as detailed by a pupil's Statement or been allocated by the borough's Exceptional Resource Panel. Additional support, for other pupils on the school SEN register or deemed by the school to have particular needs, is also met from the SEN budget.

Detailed information of SEN expenditure is made available to governors through the termly budget monitoring report of the head teacher.

Curriculum:

Shaftesbury Primary School recognises that all children need access to a broad, balanced and appropriately differentiated curriculum. Teachers seek to provide this through the implementation of the school's Teaching and Learning Policy. Additional learning support may occur both within the class and, on occasion, outside the class in small group settings.

Home-school Partnerships:

Class teachers are the key figures in creating effective and mutually supportive relationships with parents. Parents are to be kept informed of any concerns teachers may have regarding their child, and consulted, at least termly, on matters of progress and support. Parents should be invited to discuss their child's IEP (pro-forma letters of invitation in Pupil Profile folder).

A record of meetings between parents and teachers is kept in order to inform other staff and to record any agreements or decisions. Parental views/comments should be noted on the SEND plan. Should a parent not respond to invitation to discuss SEND plan this too should be noted.

Class teachers must ensure that parents are consulted about any additional or different provision made for their child, as is a legal requirement of the SEN Code of Practice.

Pupil Participation:

Shaftesbury Primary School recognises that it is good practice to promote the active participation of pupils in setting learning goals. The staff should always seek to ascertain the views and feelings of the child regarding their education and school experiences. This may be done through discussion with the child or if more appropriate by noting the child's responses or demeanor in various or particularly relevant situations.

Complaints:

Parental concerns will usually be addressed to their child's class teacher. Should a parent wish to make a complaint, they should be referred to the Head Teacher, who will seek an informal resolution. Details of how to make a formal complaint can be found in the school prospectus.

Staff Development and Training:

The school endeavors to promote good practice in meeting children's needs by ensuring that wherever possible that staff receives training appropriate to the needs of the children with whom they work. Outside teams are utilised to ensure the staff gain expert knowledge in all fields.

Sexual Harassment

Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or an offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.

In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, at Shaftesbury we endeavor to educate our pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE/RSE.

At Shaftesbury Primary School we ensure our pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

All staff are aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as pupils being sexually touched or assaulted, alongside pupils being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

If a child has been harmed, is in immediate danger or is at risk of harm, the DSL/DDSLs must be notified immediately. who will either make a referral to Newham Children's Social Care (MASH) or call the police.

For further information please refer to:

Shaftesbury Primary School

Managing Sexual Violence and Sexual Harassment between Children Policy

(Peer on Peer abuse)

This policy was originally developed by a school team it has since been revised by the school's SMT. until such time, the policy and the accompanying Teacher's Guide to Procedures and Practice, should reflect current school practice.

SENCO/ Inclusion Manager