



INCLUSION POLICY

"Building a life-long love of learning in a safe and happy school"

Rationale

Loughton Manor First School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning.

- We recognise that some of our pupils may have Special Educational Needs and Disabilities (SEND) and that we must identify those needs, employ strategies to meet them and fulfil the requirements of the National Curriculum.
- This policy describes how the school is supporting the children with SEND and the teaching staff who have concerns about their pupils.
- It offers guidance about the identification and monitoring of SEND and provides a framework to work from.
- The school pays due regard to the SEND Code of Practice 2015 and Education Act 2011 with reference to Special Needs and Disabilities.
- The school recognises that it must take steps to ensure that children with other characteristics and backgrounds can participate fully in school life; such as children with an additional language and children classified as Gifted and Talented.

Aims of the school in terms of Inclusion

- all children regardless of age, ability, gender, disability, social/ethnic background and family income have access to a broad and balanced curriculum, which enables them to work towards their full potential.
- See the Equal Opportunities Policy for further information.
- when any child is experiencing significant difficulty in their learning and/or behaviour, the school share the responsibility for teaching these children.
- all children receive appropriate support, alongside their peers where possible, encouraging them to feel happy, secure and positive about themselves and their achievements.
- teaching staff deliver an inclusive curriculum. For some children this is personalised, depending on their special educational need and/or disability.
- teaching strategies are responsive to different learning styles to facilitate meaningful and effective learning for all pupils.
- we recognise the skills and expertise of outside agencies and call upon them when necessary whilst believing that, in general, responsibility for meeting a child's special needs belongs to mainstream staff.
- we actively encourage parental partnership and involve parents at each stage of the SEND process.
- we set appropriate but challenging targets for all children at Loughton Manor First School and give them the support they need to make good progress towards meeting those targets.



To ensure the SEND Code of Practice, Equal Opportunities, Equality Act (2010) and relevant Codes of Practice and guidance, both local and national, are implemented effectively across the school. This policy incorporates:

- Special Education Needs and Disabilities,
- More Able Pupils,
- Multicultural Education Policy (English as an Additional Language),
- Equal Opportunities,
- British Values,
- Equality Act (2010),
- Milton Keynes Dyslexia Policy.

Definition of Inclusion

Inclusion is the process of removing barriers to participation and learning so that everyone benefits fully from educational opportunities.

We are proud to have been awarded the Children's Inclusion Award (2017) by Councillor Zoe Nolan; Councillor for Children and Families. This was awarded to us due to our teaching and learning supporting the diversity of all, having a flexible approach to our environment and resources and providing effective support that enables children and young people to do their best.

Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age:
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority:
- Is under compulsory school age and falls within the definitions made above or would do so if special educational provision was not made for the child.

Special educational provision means:

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 will need educational provision that is additional to or different from this. This is a special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special Educational Provision is underpinned by high quality teaching and is compromised by anything less.

(Section 1.24, SEND Code of Practice 2015)



Social, Emotional and Mental Health needs:

Supporting our pupils with SEND to feel safe and happy, and to enjoy their learning, is of paramount importance. Staff will keep a close check on childrens' wellbeing, helping them to feel secure.

If a child's learning difficulty is due to social, emotional or mental health needs (including behavioural needs), we act upon this as part of our SEND provision.

The Department for Education recognises that, in order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy. "Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community." (World Health Organisation 2014)

At our school, we aim to promote positive mental health for every child, parent/carer and member of staff. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils and families. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. We recognise as a school that, by developing and implementing practical, relevant and effective mental health procedures, we can promote a safe and stable environment for children affected both directly, and indirectly by mental ill health.

See the Mental Health and Wellbeing Policy for more information.

English as an additional language (EAL)

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Identifying and assessing SEND for young children whose first language is not English requires particular care. Practitioners should look carefully at all aspects of a child's learning and development to establish whether any delay is related to learning English as an additional language or if it arises from SEND. Difficulties related solely to learning English as an additional language are not classed as SEND.

SEND Code of Practice 2015 (Section 6:24)

More Able Pupils

Such children are defined as:

Children and young people with one or more abilities developed to a level significantly ahead of their year group or within their potential to develop those abilities.

Department for Education (2008)

Meeting the needs of our more able pupils, and those with particular talents such as art, music, sport, etc, is part of our commitment to ensuring suitable educational opportunities for all. We have high expectations of achievement and are committed to providing

- a positive, inclusive culture,



- an attractive learning environment,
- a rich and challenging curriculum.

This enables all children to maximize their potential and includes those children who display a particular ability or talent.

We recognise the needs of the more able child within a framework of equal opportunity and mixed ability teaching. We provide opportunities for more able children to develop their specific skills and talents.

We do this through:

- having high expectations;
- well-developed assessment for learning;
- scaffolded tasks/questions that are designed to take account of levels of existing knowledge, skills and understanding;
- planning challenging open-ended tasks;
- varied organisation for learning – setting, withdrawal, use of teaching assistants
- specialist teaching;
- personalised progression;
- teaching and learning that makes effective use of IT strategies;
- curriculum choice/flexibility.

In addition, we aim to:

- maintain an ethos where it is okay to be bright.
- encourage all children to be independent learners.
- recognise and celebrate achievement, including achievements from outside activities such as sporting or arts clubs.
- provide work at an appropriate level.
- be aware of the effects of ethnicity, bilingualism, gender and social circumstances on learning and high achievement.
- provide opportunities for all children to work with like-minded peers.
- make opportunities for more able and/or talented pupils to work together.
- provide opportunities for performance.
- provide opportunities for pupil leadership/peer mentoring.

Children who are recognised as having a special talent will be regularly monitored and discussed with the Assistant Head for Inclusion and Key Stage One at Progress Tracking meetings throughout the academic year.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment that has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments, such as those affecting sight or hearing and long-



term health conditions, such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEND but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires a special educational provision, they will also be covered by the SEND definition.

(SEND Code of Practice 2015 Introduction xviii)

See the Equality Act (2010) for more information.

British Values

Working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar opportunities are available to all; and a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community.

Department for Education.

We aim to actively promote British values in the school. The key values are:

- democracy
- rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

Pupils are encouraged to regard people of all faiths, races and cultures with respect and tolerance and understand that while different people may hold different views, all people living in Great Britain are subject to its laws.

SEND Information Report

Loughton Manor First School is a member of the Denbigh Liaison Group within the Central Locality of Milton Keynes. We work in collaboration with our partner infant, junior and secondary schools to ensure that our philosophy and approach to meeting the needs of children and young people with Special Educational Needs and Disability is consistent.

We are committed to the principles of inclusion and strive to ensure that our provision meets the needs of children and young people within a mainstream setting wherever possible and appropriate.

As members of the Denbigh Liaison Group our commitment includes working in partnership with Milton Keynes Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.



Please refer to the [SEND Information Report](#) for Loughton Manor First School for more information.

Medical Conditions

The school fully complies with the DfE 'Supporting pupils at school with medical conditions' guidance (September 2014) in that 'pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education'.

See the 'Supporting Pupils with Medical Conditions Policy' for more information.

Admissions

The Governing Body believes that the admissions criteria should be inclusive for all learners, whatever their age, gender, ethnicity, disability, attainment and background.

We promote the admitting of pupils in line with the SEND Code of Practice, in that:

*Admission Authorities **must**:*

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

(SEND Code of Practice 2015 Section 1:27)

Roles and responsibilities

The Governing Body

The member of the governing body with specific oversight of the school's arrangements for SEND is Elizabeth Bancroft; Inclusion Governor. Our school leaders regularly review how expertise and resources are used to address SEND and build upon the quality of whole-school provision as part of our approach to school improvement.

The 'Responsible Person'

The 'Responsible Person' is the head teacher, Daniela Thompson. She makes sure that all those who are likely to teach a pupil with an Education and Health Care Plan are told about the EHCP. (SEND Code of Practice 2015 (Section 1:19))

The Headteacher

The headteacher has responsibility for the day-to-day management of all aspects of the school's work including provisions for children with additional needs. The headteacher



keeps the governing body informed whilst working closely with the school's Assistant Head for Inclusion and Key Stage One.

The Assistant Head for Inclusion

The Assistant Head for Inclusion has responsibility for day-to-day operation of the Inclusion Policy and for co-ordinating provision for pupils with additional needs. The Assistant Head for Inclusion is Lucy Lock. The Assistant Head for Inclusion is allocated non-contact time each week to carry out her duties. The Assistant Head for Inclusion is in school on a full-time basis.

The Class Teacher

The class teacher has responsibility for identifying, assessing and making provision for pupils with additional needs. The class teacher also meets with parents and outside agencies if they are involved.

Teaching Assistants

Teaching assistants work with the class teachers and the Assistant Head for Inclusion to support the learning needs of the children.

Identification, Assessment and Provision

At Loughton Manor First School we have adopted a whole-school approach to SEND policy and practice and follow the Graduated Response guidance from the Local Authority. Pupils identified as having SEND are fully integrated into class as far as possible, depending on the child's particular needs. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the Assistant Head for Inclusion, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEND provision.

Early identification of special educational need is essential for appropriate provision to be made. The school uses appropriate screening and assessment tools, and ascertain pupil progress through:

- Informal assessment of the child's response to the curriculum.
- Progress against the objectives specified in the English and Maths frameworks.
- Performance against The Early Learning Goals, National Curriculum levels or Engagement for Learning Framework (as appropriate) through the LA set criteria
- Early Years Foundation Stage Profile.
- Children's individual work.
- Assessment calendar tasks.
- Phonics Screening Check (Year One).



- End of Key Stage One assessments (formerly SATs).
- concerns expressed by others, e.g. parents and outside agencies;
- observations of child's emotional and social behaviour.
- Target Tracker.
- Personal Provision Plan plus monitoring sheets where appropriate.
- Revised 'First Assess Communication!' Tool (FACT).
- If required, FACT+.
- SEN Support Plan if appropriate.
- One Page Profile.

The school follows the SEND *Code of Practice 2015: 0 to 25 years* graduated response approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions are:

- **Assess:** the class teacher and Assistant Head for Inclusion should clearly analyse a pupil's needs before identifying a child as needing SEND support using Pupil Progress meetings in the first instance, followed by the FACT/FACT+ if required.
- **Plan:** parents must be notified whenever it is decided that a pupil is to be provided with SEND support.
- **Do:** the class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the class teacher, he/she retains responsibility for that pupil's learning.
- **Review:** the effectiveness of the support should be reviewed in line with an agreed date.

Pupils receive an inclusive, personalised curriculum where needed. Those who find it challenging to make the expected progress are initially identified by class teachers on a class Provision Map. Appropriate Quality First Teaching (QFT) approaches are identified, alongside some more targeted approaches for individual children. If required, class teachers may choose to complete the Milton Keynes FACT (First Assess Communication Tool) or FACT+.

Results of this are shared with the Assistant Head for Inclusion and appropriate intervention/support is put in place. The school has a system whereby any member of staff can raise concerns/issues with the class teacher, Assistant Head for Inclusion or Head about a child with a potential SEND or other barrier to learning. If children continue to require continued, long term, additional support, an SEN Support Plan may be put in place.

As part of the process, children and parents are involved from the very beginning. Parents have discussions with teachers and, when appropriate, the Assistant Head for Inclusion regarding their child's barriers to learning. Children are asked their views through questions differ for different age groups and depending on the child's particular needs. Some children's views may be written, spoken and scribed by an adult or photographs may be taken.

At Loughton Manor First School, we use a range of assessment data e.g., relevant family/medical history, Foundation Stage Profiles, teacher assessments, screening checks, end of Key Stage assessments (formerly SATs) where appropriate, Pre-Key



Stage Standards for Key Stage One, phonics screening check, etc.

Where we have accumulated evidence that a pupil is failing to make expected progress (or who makes little improvement) given appropriate intervention, that child is recorded as SEND on the termly census. Parents are consulted before this decision is made.

If a child continues to require the support of an adult largely on a 1:1 basis over and above funding Elements 1 and 2 (13.25 hours and above) their needs are identified as long term and complex, and top-up funding can be requested from the SEND Team at Milton Keynes Council (more details can be found on the [Local Offer](#)).

Education, Health and Care Plans/EHCP

From September 2014, Statements of Special Educational Need and Disabilities (SEND) and Learning Difficulty Assessments (LDA's) were replaced by Education, Health and Care Plans (EHCP).

Education, Health and Care Plans are designed to support children and young people with long term and complex needs that are impacting on their ability to access learning and develop independence. A request for an Education, Health and Care Plan will generally only be made once support has already been put in place through the child or young person's setting and the services available through the [Local Offer](#).

The guidelines for requesting an EHCP assessment reflect the four main areas of need, outlined in the 2015 Code of Practice:

- Cognition and Learning.
- Communication and Interaction.
- Social, Emotional and Mental Health.
- Sensory and/or physical needs.

External Agencies

The school can request support and advice from outside agencies for any child that a class teacher is concerned about. Parents are always informed of involvement with outside agencies as parental consent is required.

- If required, the Inclusion and Intervention Team become involved to offer advice or materials or to support teachers and teaching assistants with training relevant to the individual child's needs. For children with an EHCP, the Inclusion and Intervention Team can be called upon at various points to offer advice and support.
- Speech and Language Therapy Services provide support to children with speech, language and/or communication difficulties. They can be contacted, if needed, to discuss possible interventions and support. Parents of children who attend the nursery class are required to complete an online referral for Milton Keynes Early Years Speech and Language Therapy Team and await a consultation.
- Physiotherapy and Occupational Therapy, are provided by Health Services when supported by an EHCP. Parents can request assessments through their GP or attend a



drop-in service for Occupational Therapy. This is currently offered as an online self-referral service.

- The Educational Psychology Team can be accessed through the SEND Team at Milton Keynes Council, if deemed appropriate for individual/groups of children. However, if school requests an EHCP for a child, they may become involved as part of the process.

Parent and School Partnership

Loughton Manor First School firmly believes that developing a strong partnership with parents supports children with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, which gives them a key role in the partnership.

The school considers parents of SEND pupils as valued partners in the process. Depending on age and appropriateness, SEND pupils will also be encouraged to participate in the decision-making process affecting them. Parents are involved at the earliest stages when a concern is identified at the parent consultation or beforehand. If and when a child is placed on the SEND register parents are notified and the child's needs can be discussed at greater length. Parents are kept informed at all times of the progress of their child through parent consultations or extra meetings throughout the year. Parents are also notified if any external agency will be visiting the school to observe or assess their child. The Milton Keynes Special Educational Needs and Disability Information Advice and Support Service (MK SEND IAS) offers independent information, advice and support to parents. Information can be obtained from the Assistant Head for Inclusion or on their website.

Along with the school communicating any agency involvement within school, it is vital that parents communicate regularly with any involvement by agencies outside school; e.g. doctors, health visitors, other qualified specialists as this can very often give us an insight into a child's difficulty.

Dyslexia

Loughton Manor First School follows the [Milton Keynes Dyslexia Policy](#) (September 2016). The Assistant Head for Inclusion is a specialist teacher and assessor in dyslexia, recognised by AMBDA (Associate Member of the British Dyslexia Association).

Transition to New Schools

Loughton Manor First School works closely with its feeder schools. During the summer term meetings are set up with SENDCOs and Inclusion Leads to discuss children who are receiving support.

The Assistant Head for Inclusion and class teachers will also liaise with local pre-schools who flag up any concerns.

Budget

The school is provided with a Notional SEND budget each year. This budget is allocated to support SEND children appropriately by way of SEND support assistant hours and any



specialist curriculum support materials and equipment that is required. For every child with an EHCP or a child with long term and complex needs who does not yet have an EHCP, the school is required to fund the first £6000 of support, with the Local Authority funding some of the remainder through the EHCP or through top-up funding as requested by the school. Any additional funding is supplied by school.

Monitoring and Evaluation

The effectiveness of our Inclusion Policy will be kept under review using a range of strategies and considering views of relevant stakeholders:- staff, children, parents, governors and Local Authority.

Evaluation outcomes will inform the annual Inclusion School Improvement Action Plan, with specific aspects identified for development/improvement in order to support and sustain our culture of inclusiveness across our school community.

Monitoring and review strategies:

Staff

- Policy review annually at Inset session as part of Inclusion refresher training for teachers and teaching assistants.
- Inclusion refresher training annually for Midday Playworkers as main agenda item in one of their regular termly meetings.
- Other staff meetings with Inclusion focus as required.
- Discussions between Inclusion Assistant Head and individual teachers, as part of implementation of FACT and/or SEN Support collation. This also includes EHCP preparation and Annual EHCP reviews for certain children.
- Leadership Team meeting discussions in preparation for top-up/EHCP case submissions.

Children and Parents

- Pupil voice pro forma: Individual SEND pupil interviews with child's views collected as part of EHCP submission
- Informal pupil feedback from children participating in SEND interventions
- Regular teacher questioning of pupils in class, gaining their insight and feedback as part of 'quality first' teaching
- Parents' views collected via parent/teacher discussions: both regular Parent Consultations and specific SEND meetings or other communications
- Parent questions informally as part of partnership working to support individual children, and to whole parent body occasionally via questionnaire to seek specific views

Governors

- Annual Inclusion policy review and termly monitoring at Curriculum Committee of Inclusion_School Improvement Action Plan
- Inclusion Governor visits to school as agreed to see aspects of inclusion in practice and discuss SEND implementation with Inclusion Assistant Head with Inclusion Governor giving feedback to Curriculum Committee

Local Authority



- Feedback on our practice gained from top-up funding submissions
- Views of LA gathered from Caseworker at EHCP Annual reviews
- Inclusion Assistant Head gaining wider professional input on policy and practice via attending SEND collaborative networking meetings with other schools