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| **Ryders Green Primary School**  | **2022** |

**Inclusion Policy 2022**

 **Special Educational Needs and Disabilities (SEND) Co-ordinator: Miss Edmondson**

 **Governor for SEND/Inclusion: Harvinder Kambo**

**Introduction**

At Ryders Green we enable children to ‘reach’ for their goals, ‘explore’, ‘believe’ in themselves and each other and therefore ‘achieve’ whilst at our school and beyond. We believe that the learners have every chance and capability to be curious with a desire to aim high and to understand how they learn.

Through enriching, engaging and well-differentiated lessons we aim to develop excited and eager learners who are inspired to achieve beyond their expectations, no matter their backgrounds. Our model is inclusive of the majority of learners. All staff understand that this is their responsibility.

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**Inclusion**

It is vital to prepare our children feel secure in and ready for a diverse world; we ensure that learners from a variety of different ethnic and linguistic backgrounds can access a curriculum that is germane to the different community groups, faiths or those having no faith, all abilities/needs, languages and culture. That ethos, via the curriculum and environment, is an integral part of the school development and school policies and no group is side-lined.

Actions taken towards the above is to monitor and support;

* Boys/girls
* Ethnic minorities
* learners with EAL
* learners with SEND
* Pupil premium children
* Looked after children
* Disadvantaged learners

 As **a mainstream school aiming to include all pupils in all aspects of school life, we do the following:**

* Remove the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils. This means setting targets, provision of a varied curriculum for home and school and reviewing the provision for impact on children and any staff training needs.

Provide a caring environment in which our children are given the opportunity to develop their potential. Ensure that children’s backgrounds and contributions are valued e.g. during Black History Month or Anti-Bullying Week and other calendarized events.

Subject Leaders promote inclusion through planning and monitoring. Resources/ are chosen based on their quality or content that reflect the diverse backgrounds, languages, faith, geography, history and general lives. This helps to -

* Create a nurturing environment where children feel safe and secure and able to achieve to their highest ability.
* Provide a range of teaching styles to accommodate the different learning styles of all children via collaborative learning and oracy promotion.
* Equip pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community through social skills, awareness of the world of work
* Ensure that the curriculum provided for children with SEND enables them to acquire skills, attitudes and values and develop spiritually, emotionally and academically.
* Involve pupils and parents in planning and any discussion that affects them and their family.
* Provide all children with the opportunity to access the wider school community.
* Liaise with agencies supporting inclusion

This approach does not mean that we will treat all learners in the same way, but that we will respond to the learners below in ways which take account of their varied life experiences and needs.

* Girls and boys, minority ethnic and faith groups, travellers, asylum seekers and refugees
* Learners who need support to learn English as an additional language (EAL)
* Learners with special educational needs
* Learners who are disabled
* Children who are significantly more able than their peers
* Those who are looked after by the local authority
* Others such as those who are sick, those who are young carers, those who are in families under stress
* Any learners who are at risk of disaffection and exclusion

  **Inclusion and SEND pupils**

This policy, alongside the SEND policy, describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Ryders Green Primary School, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We will also aim to model inclusion in our staffing policies, relationships with parents /carers and the community.

We aim to make equality of opportunity a reality for our pupils through access to a good quality, meaningful and appropriate creative curriculum.

We aim to plan for individual needs encouraging the strengths and interests, aspirations of our pupils. Pupils will be targeted to support learning.

We aim to provide full access to the curriculum\* through differentiated planning by the Inclusion Manager, class teachers, learning support teacher, and support staff as appropriate. (\*Except where disapplication, arising from an EHC plan occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

We aim to ensure that current SEND Code of Practice 2015 and guidance are implemented effectively across the school and to ensure equality of opportunity and to eliminate prejudice and discrimination.

**Monitoring**

We aim to continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.

We aim to enable all children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

We aim to involve the children themselves in planning and in any decision making that affects them.

We aim to support all our staff in meeting the needs of individual children through professional development, the sharing of good practice, the provision of resources and working with outside agencies.

We will achieve educational inclusion by continually reviewing our practice and asking key questions

* Do all our pupils achieve as much as they can?
* Are there differences in the achievement of different groups of children?
* What are we doing to support those pupils who are not achieving their best?
* How are we involving parents and carers?

**How do we support inclusion?**

Class Teachers and support staff ensure that children:

* feel secure and know that their contributions are valued;
* appreciate and value the differences they see in others;
* take responsibility for their own actions;
* are taught in ways that allow them all to experience success;
* use materials that reflect a range of social and cultural backgrounds, without stereotyping;
* have a common curriculum experience that allows for a range of different learning styles;
* have challenging targets that enable them to succeed;
* are encouraged to participate fully, regardless of disabilities or medical needs.

**Whole school actions support inclusion by**

* A curriculum designed to reflect the abilities, different cultures, religions and races in our school and one which is challenging and provides enrichment
* Achievable targets in English and maths and for all pupils
* The tracking of pupil progress and the highlighting of any underachievement or extra support requirements
* Monitoring of support for pupils by the teachers, teaching assistants and Senior Management
* The use of intervention programmes to support pupils with learning difficulties
* The targeting of underachieving pupils and learners with EAL
* Induction of pupils new to this country and support given to parents
* A consistent behaviour policy and encouraging children to restore relationships with others and take responsibility for their own actions
* Addressing racism, sexism, homophobia and bullying (online and person-to-person)
* The involvement of parents and carers at parents’ meetings, curriculum meetings and through regular informal contact
* Involvement of outside agencies and specialists
* Sharing information about pupils, including health issues, with all staff

**How will we monitor inclusion?**

Every staff member is responsible for inclusion. However to ensure we are successful the following strategies will be used

* Tracking of pupil attainment through termly target setting meetings
* Monitoring and assessment schedule
* Termly review of provision management with the Senior Management and teachers to discuss progress of pupils receiving interventions
* Tracking absences
* Annual reviews for all pupils with an Education Health and Care Plan (EHCP)
* Review of targets in English and maths
* Lesson observations and book scrutinies
* Talking to children and parents
* Teacher assessment
* SAT tests and other formal and informal assessments
* Monitoring teacher’s plans and children’s work

**Identification of pupils**

Ryders Green Primary School recognises the significance of early identification of pupils with Special Educational Needs and disabilities, English as an additional language (EAL) needs or pupils of higher ability and work closely with other professionals already involved with pupils. The Senior Leadership, Inclusion and subject leads, class teachers and support staff are all involved in identifying pupils. Pupils with SEND are identified as needing School Support or have an Educational Health and Care Plan. Information relating to pupils with SEND is shared with all staff, including supply teachers.

**Provision**

1. **Differentiated Curriculum Provision**

In order to make progress all children will receive a differentiated curriculum. Differentiation will be recorded in the class teacher’s plans; there is an emphasis on a skills-based curriculum through creative teaching and meaningful links across the National Curriculum subjects.

1. **Provision Management**

Pupils are reviewed termly to ascertain the additional and extra interventions needed to enable them to make progress. A variety of programmes are used to support learning and behaviour. Parents are informed of the interventions their child will receive on a termly basis through individual Provision Maps.

1. **Education, Health and Care Plan**

( Explained in SEND Policy )

1. **Pupils with English as an Additional Language**

Pupils with EAL are supported by staff inside the classroom and in small groups. Interpreters are used when necessary.

1. **Challenging children of higher ability**

Pupils identified as of higher ability are provided for through a differentiated curriculum and group sessions with the Head Teacher which aim to challenge and extend targeted children. There are opportunities for advancement of more able pupils through extracurricular activities such as maths tournaments involving other local schools.

1. **Resources**

Resources for additional needs and inclusion are purchased as appropriate and are matched to needs throughout the school. Specific individual resources are purchased where this is viable and are used to support other children where this is appropriate. Purchasing policies for English, ICT and other curriculum areas reflect the need for resources to include provision for those with additional needs.

**Record Keeping**

(See SEND Policy)

**Looked after Children (LAC)**

Children in public care will have targets set within a personal education plan (EPEP) twice a year. The targets will be set by the school, the carer and social services. We aim to send a representative to all LaC reviews. We aim to work closely with social services and carers. Academic progress will be reported to the governing body.

**Working with Outside Agencies**

Ryders Green Primary School promotes the value of specialist advice and support from a variety of professional and voluntary services. The Inclusion lead liaises frequently with a number of other outside agencies and specialists:

* Social Services
* Education Welfare Service
* School Nurse
* Community Paediatrician
* Physiotherapy
* Occupational Therapy
* Educational Psychology
* Autistic Spectrum Disorder [ASD] Outreach
* Speech and Language therapists
* Specific learning difficulties team
* Visual and hearing impaired team
* Child and Adolescent Mental Health Service [CAMHS]
* LEA advisors
* Children’s Society and Targeted Family Support Agency

Parents/carers are informed if any outside agency is involved.

**Links with other schools/Transfer arrangements**

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the Inclusion Manager will telephone to further discuss the child’s needs. Children transferring to new schools will have records sent and the Inclusion Manager will discuss these children with other schools on request.

**The Governing Body**

The school’s Governors have statutory responsibilities outlined in the Special Needs Code of Practice. They are responsible for providing a named Governor responsible for Inclusion. Governors will receive an Inclusion report at governing body meetings. They are required to report annually to parents on the fulfilment of the school’s Inclusion Policy.

**Equality Act**

The Single Equality Act (see Policy) makes it unlawful for schools and LEA’s to discriminate against d pupils for a reason relating to a disability without justification.

Ryders Green Primary School aims to cater for the full ability range and the presence or absence of a special need is not a factor in the selection of pupils from its catchment area, unless it is felt by agreement with the parents and professionals involved that alternative arrangements would be more suitable.

**English As an Additional Language or are New to English**

A child identified as having English as an additional language is not classified under the SEND *Code of Practice* as having a learning difficulty. However, some of our children may also have a literacy and/or cognitive difficulty that is not directly linked to their EAL difficulty (please see EAL policy). Children are monitored and assessed in order for the appropriate support to be given.

**Accessibility**

The school continues to review how accessible the environment, curriculum and communication are for pupils and the wider community. (See accessibility plan).

 **Inclusion beyond the Classroom**

All children are included in visits and trips regardless of their needs. This may mean that specific risk assessments are completed or additional adults are included. Places that we visit are informed of specific needs so that they can plan ahead in order to meet the needs of our children.

**Social and Emotional Development for pupils.**

The school supports overall wellbeing through pastoral, medical and social support.

We are a very inclusive and nurturing school. There are lots of ways of addressing concerns. Our therapeutic mentor and all staff are available to talk to the children, if/where necessary.  Outside professionals/agencies are also involved in the wellbeing and safeguarding of SENDD pupils.

If staff have other concerns, we may refer to the school nurses for health checks.

**Pastoral Support**

For additional information see Behaviour Policy.

**Medical Support**

For additional information see the **Supporting Children with Medical Conditions Policy**.

**Social Support**

For additional information see Safeguarding Policy.

**Bullying**

The school recognises that children with SEND can be more vulnerable to become involved in incidents of bullying.

For additional information see our behaviour policy.

We recognise Anti-Bullying Week and ensure that we are involved in various initiatives throughout the year.

**Working Together with Pupils and Families**

Children who are looked after by the local authority have the same rights as all children. It is recognised that they may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning may affect their educational outcomes and their personal, social and emotional development. The school’s designated teachers work with class teachers to monitor the progress and provision for pupils with SEND who are looked after.

**Parents and Carers**

The school welcomes the involvement of parents. Initially parents may wish to speak to class teachers regarding their comments or concerns about their children. The class teacher can then liaise with the SENDDCO or other appropriate staff, where applicable. The SENDCO, Miss Edmondson can be contacted through the school office.

The school values the role that parents play in helping us develop their child’s learning.   Where a child has been identified as requiring additional support, intervention or reasonable adjustments this will be agreed with parents in order to achieve desirable outcomes. Parents are also actively encouraged to review their child’s progress with the class teacher.  They are invited to parent evenings and other meetings to assess progress. This may also be with outside agencies. This will be done after targets and outcomes have been reviewed or with individual meetings with the SENDCO.  If external agencies are involved, we will discuss this with the parent so that their/school role is clear.

The school recognises that the partnership with parents and carers is vital in supporting the needs of individual pupils. For all pupils there are regular parent consultations by phone or face-to-face and an annual written report. For pupils with SENDD, reviews will be held to establish the impact of their individual provisions and to review next steps.

Parents are also invited to support the school in the development of and continued review of the School and Local Offer (linked to this website) with their class teacher or the SENDCo.

**Pupil Involvement**

We value the input of pupils around decisions to be made about their provision. Pupils will contribute to reviews about their provision if/where possible.

·         We at Ryders Green believe strongly in Pupil Voice and its importance.

 ·         *Our SEND Information Report and School Offer can be located at:*     www.rydersgreenprimary.co.uk

The Local Authority’s Local Offer can be found at [www.sandwell.gov.uk/localoffer](http://www.sandwell.gov.uk/localoffer)

**Admission Arrangements**

Ryders Green is an inclusive school. If we feel that we need to purchase specialist equipment, train staff or liaise with specialist colleagues then we do. The needs of the child are paramount so we may review our provision in order for the child to receive the best experience and to have the greatest impact.

We follow the Local Authority’s Admission Policy.

**Transition Arrangements**

Transition is arrangements for supporting children and young people in starting school, moving between year groups and schools.

For children with SEND specific arrangements may be put into place to support their additional needs.

A carefully planned transition period is put in place in consultation with colleagues from other settings. For those with complex needs a transition plan may begin twelve months ahead of time. The children may visit the new school many times for different reasons, throughout the year not just in the summer.

**How are the training needs of staff identified and planned for?**

Staff work quite flexibly across school, so that their training and expertise is used by those individuals who need it. Our training remains ongoing to ensure our interventions and planning are delivered to a high standard and with cultural sensitivity. Should a child’s need be identified that we currently cannot meet, then training and sharing knowledge across schools is planned so that we can. If we are ever in the position of recruiting new staff then their experience and expertise are considered to best meet the needs of our individuals.

**Complaints**

As a school we hope that parents can work with staff to resolve any concerns they have. However, should a parent wish to make any complaints guidance be found on the website.

**Policy Review**

This policy was agreed by Governors in November 2021 and will be reviewed by January 2022.

**Compliance**

This policy complies with the statutory requirement laid out in the **SENDD Code of Practice 0 – 25** (2015) and has been written with reference to the following guidance and documents:

•           Children and Families Act 2014

•           Equality Act 2010

 **Review date:-** November 2022