



Ripple Primary School **Inclusion Policy**

Mission Statement

At Ripple Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected. We listen to each other and every voice is heard.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for all to achieve and succeed.

We celebrate our achievements, differences and cultural diversity. Together we take pride in making a positive contribution to our school and the wider community.

Rationale

All children share a common entitlement to a stimulating and relevant curriculum which is matched to their individual needs.

The school's policy, provision and practice for Inclusion ensures that pupils are promptly and accurately identified and enabled access to all areas of the curriculum.

This policy describes the way in which the school meets the needs of children who experience barriers to learning. These fall into one of the four categories stated in the current Code of Practice for Special Educational Needs.

1. Communication
2. Cognition and Learning
3. Behavioural, Emotional and Social Development
4. Sensory and / or Physical

This policy should also be read in conjunction with our English as an Additional Language policy.

Purposes

1. Through comprehensive procedures, facilitate early identification of children experiencing any barriers to learning .
2. To ensure that all staff are aware of the systems and procedures in accordance with the Code of Practice guidance in order to plan and deliver appropriate curriculum in order meet the needs of all pupils.
3. To allow for differentiation in curriculum planning and schemes of work based on knowledge of individual children through teacher assessment (both academic and social and emotional).
4. To make the most effective use of all school staff, resources and external agencies for pupils with identified additional needs.

5. To support and encourage children to fully engage in their learning through rewarding, motivating activities which facilitate their progress.
6. To monitor and evaluate the impact of interventions on children's learning.
7. To ensure that parents are fully and regularly consulted, their support is valued and that their understanding and knowledge of their child is utilised by the school.
8. To build capacity for further developments.

Guidelines

1. The school operates the School Action and School Action + and Statement procedures as recommended in the revised Code of Practice (date).
2. Once identified, the names of these pupils will be recorded on the class SEN register and the school provision map held by the Inclusion Leads.
3. Teachers to be aware of the policy and procedures for identifying pupils with additional needs. Teachers to use assessment procedures to form a framework for identification and assessment. This should be part of day to day practice. Teachers to address difficulties promptly and effectively.
4. The Inclusion policy to support teachers in delivering a differentiated curriculum that is sensitive to differing paces and styles of learning, interests and ability. Teaching approaches to be varied to ensure all children's needs are planned for.
5. Teachers to make effective use of the Inclusion Team and relevant external agencies.
6. Support staff to be given clear guidance on implementing learning and behaviour programmes. Systematic records to be kept to monitor progress and inform future planning.
7. Staff will support children within the learning environment. The school will establish support systems for children identified as having additional needs
8. Identify and provide in-service training as agreed.
9. Work in partnership with parents/carers to address the needs of their children.
10. Recording of children's progress to clearly identify any progress made and further needs to be addressed.
11. Common Assessment Framework (CAF) may be initiated to co-ordinate support from a variety of agencies.
12. The Inclusion policy is to be used within the context of equal opportunities. It is underpinned by the following policies: Safeguarding, Behaviour, English Additional Language, Speech, Language and Communication Needs, Literacy, School's Admissions.

Procedures

(Please refer to framework attached)

Each class teacher will keep an Inclusion file with the information on those pupils in their class. This file will contain all relevant information for each child in their class and any review notes. These files are passed on to the next class teacher at the end of the academic year.

- Once identified the Pupil Profile Form will be completed by the class teacher and signed by the Parent or Carer.
- The class teacher will identify at most three targets for the pupil to achieve and this will be recorded on the Pupil Action Plan. These are reviewed and updated termly (as a minimum)

School Action

- The teacher will meet with the Parent/carer and review the progress of the targets on at least two occasions annually and record agreed next steps on the Pupil Action Plan.
- The support offered will be recorded on the Provision map by the Inclusion Leads.
- Pupil Voice is recorded and contributes towards review of progress and further targets.

School Action Plus

- A member of the Inclusion Team and other relevant external agencies will meet with parents/carers to review the progress of the targets on at least two occasions annually and record the findings.
- The support offered will be recorded on the provision map by the Inclusion Leads.
- Pupil voice is recorded and contributes towards review of progress and further targets.

Statement

- The teacher, Inclusion Lead and additional agencies involved will meet with the Parent/carer and review the progress of the targets on at least two occasions annually and record the findings.
- The teacher, Inclusion Lead and additional agencies involved will meet with the parent/carer annually for the Annual Review and the Inclusion Lead will record the meeting and distribute the Annual Review paperwork to all parties present and to the Borough SEN department.

The following criteria can be used to measure the effective implementation of the School's Inclusion policy.

- Number of pupils receiving extra help.
- Number of pupils with statements.
- Keeping accurate records of all pupils who need to be on the Additional Needs register.
- Number of pupils on the Additional Needs register.
- Number of pupils on each stage of identification.
- Pupils progress rate since extra help given.
- Pupil voice / views of their support and progress
- Parental satisfaction recorded at reviews/during the year.
- Number of annual reviews successfully completed on time.
- Consistency of record keeping.
- The degree to which the broad principles and objectives of the policy are met.
- Producing well-defined and realistic targets.
- Creating a school atmosphere in which pupil differences are recognised and valued and parents\carers are perceived as partners in supporting their children.

There are governors appointed as SEN Link Governors. The Inclusion Leads and SEN Link Governor/s will meet annually to discuss any current Additional Needs / SEN related issues. Other meetings may be held as and when necessary.

The Governors are regularly updated and The Governors Annual Inclusion Report is made available to parents.

The Inclusion policy is available to parents.

March 2013
Reviewed January 2016

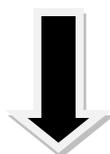
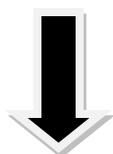
Sue Watson & Suus-anna Harskamp

Ripple PRIMARY SCHOOL
Vulnerable Pupils
Inclusion & Support Process

PROCESS 1: INITIAL CONCERN ABOUT A PUPIL (NOT SEN)

Processes at level 1 - Class teacher supported by Year Group/Phase Leader / Inclusion Team	Resources
<p><u>A. Identification</u> The class teacher has a concern about a pupil's learning, progress, attendance or behaviour and having first checked that their classroom behaviour plan is working effectively and/or curriculum appropriately differentiated, she/he completes a 'Teacher Concern Profile' to identify and prioritise their concerns.</p> <p><u>B. Assessment</u> The class teacher continues to assess the pupil using some of the following approaches:</p> <ul style="list-style-type: none"> • Investigation of pupils achievement • Levels and comparisons to peers/age group. • Investigation of rates of progress. • Approach to learning/learning behaviours. • Concentration and attention levels. • Behaviour observation in relevant settings. • Baseline behaviour frequency counts. • Analysing the behaviour pattern(s) (ABC). • Discussion with the pupil. • Discussion with colleagues. • Discussion with parents. • Investigation of pupil's records. • Peer observation and feedback. • Speech and language indicators of need. <p><u>C. Intervention</u> After collecting detailed information about the pupil, the class teacher, along with the parents and pupil will agree on the learning targets/behaviours to be targeted and the interventions to achieve these targets The class teacher can be supported by the Year Group/Phase Leader. The Wave 1 folder should be referred to for further strategies. The following are some possible interventions:</p> <ul style="list-style-type: none"> • <i>Adapted curriculum</i> • <i>Specific seating arrangement(s)</i> • <i>Specific preferred responsibilities</i> • <i>Buddy system for class and/or playground</i> • <i>Targeted behaviour reinforcements</i> • <i>Targeted learning reinforcements</i> • <i>Learning reward chart</i> • <i>Behaviour reward chart</i> • <i>Targeted behaviour consequences</i> • <i>Home – School positive record book</i> • <i>Modified tasks</i> • <i>Visual/differentiated aids</i> • <i>Visual timetables/systems and structures</i> 	<p>'Teacher Concern Profile'</p> <p>Behaviour review checklist</p> <p>Behaviour log</p> <p>Observation Proforma</p> <p>Frequency Proforma</p> <p>ABC Proforma</p> <p>Visualisation proforma</p> <p>Parent / teacher proforma</p> <p>Assessment information</p> <p>Progress tracking systems</p> <p>Ongoing teacher and TA assessments</p> <p>PIVATs</p> <p>Pupil Profile</p> <p>Behaviour charts</p> <p>Target charts</p> <p>School-home books</p> <p>Widget symbols</p> <p>Visual timetables</p>

<p>The Inclusion Team (in partnership with the class teacher, parents, pupil and other relevant staff) makes an in depth assessment of the pupil's difficulties. This process may suggest more in depth assessments are needed from external professionals from education, health or social services.</p> <p>C. SEN Interventions The Inclusion Team, class teacher, parents and pupils will work together to set SMART targets and appropriate interventions for a Pupil Action Plan. A copy of the plan will given to parents. Pupils MUST be made aware of their targets using child friendly plans. The pupil and their interventions will be added to the appropriate provision map. Possible interventions may include:</p> <ul style="list-style-type: none"> • <i>Interventions discussed at 'process 1' as appropriate.</i> • <i>Positive reinforcements (e.g. involvement in 'buddy reading' scheme)</i> • <i>Consequence system</i> • <i>Specific skills Groups (e.g. anger management, self esteem, Reading etc)</i> • <i>Targeted in-class TA support</i> • <i>Involvement in lunchtime support clubs.</i> • <i>Use of specific equipment</i> • <i>Referral to PSA for support (this can only go through the Inclusion Team)</i> <p>A Support Action Plan will be completed and emailed to the CT.</p> <p>A Common Assessment Framework may be started as part of meeting the pupil's needs.</p> <p>D. SEN review At Ripple Primary school, all Plans are reviewed termly. However, pupils with emotional and behavioural difficulties may often require reviews much more frequently than once a term. A suitable review date will be discussed (between Inclusion Team, class teacher, parents and pupils) and set during the IEP writing process.</p> <p>If no progress observed or concerns and/or situation requires external support, stage 3 process to be agreed by Inclusion Team and class teacher.</p> <p>A referral to be made to Inclusion team Triage.</p>	<p>SDQ Assessment</p> <p>SA Pupil Action Plan (behaviour) IEP (learning)</p> <p>Skills Groups e.g. Anger Management or Social Skills. Lunchtime group(s)</p> <p>Support from the Art Therapist</p> <p>Assessments/Training/Advice from LA if required</p> <p>Pre-CAF form</p> <p>Referral form</p>
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PROCESS 3: SEN (SA+)

<p>Process at level 3 – Inclusion Team and class teacher</p>	<p>Resources</p>
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<p><u>A. SEN Identification</u></p> <p>The Inclusion Team, in partnership with the class teacher, parent(s), pupil, makes a referral to the appropriate outside agency for guidance on meeting the pupil's needs.</p> <p><u>B. SEN Assessment</u></p> <p>Further assessments of the pupil's difficulties in and outside school may be necessary before agreement can be reached on appropriate interventions. This may involve school staff in supporting outside professionals to gather information. For children with BESD, a Behaviour Management Plan will be completed at this stage. Where appropriate a Positive Handling Plan maybe completed.</p> <p><u>C. SEN Interventions</u></p> <p>The assessment process should help to clarify the pupil's support needs and lead to the development of school intervention programmes as well as support from external agencies e.g.:</p> <ul style="list-style-type: none"> • <i>Inclusion Advisory Support,</i> • <i>Educational Psychology Services</i> • <i>CAMHs</i> • <i>The Acorns / CPC</i> • <i>The Child and Family Consultation Service</i> • <i>CDT</i> <p>The pupil and their interventions will be added to the appropriate provision map.</p> <p>A Common Assessment Framework may be started as part of meeting the pupil's needs.</p> <p>This process may indicate that a full-assessment of the pupil's SEN is appropriate.</p>	<p>Advice may be required from the LA as to which agencies to involve.</p> <p>External assessments as appropriate</p> <p>Behaviour Management Plan</p> <p>Positive Handling Plan</p> <p>Continuation of IEP (learning)</p> <p>External agency support</p> <p>CAF form</p> <p>Extra Financial Support e.g. Dowry, contingency</p> <p>Statement of SEN</p>
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ALL PAPERWORK AND EVIDENCE MUST BE KEPT IN INCLUSION FILE

PUPILS AND PARENTS MUST BE INVOLVED AT EVERY STAGE.
THEY MUST BE AWARE OF TARGETS, INTERVENTIONS AND NEXT STEPS.