



Inspire, Enjoy, Achieve

Inclusion Policy

January 2019

Reviewed September 2021

Reviewed September 2023

Reviewed September 2025

Review September 2027

INCLUSION POLICY

It is the aim of the policy to develop the full potential of individual pupils with educational needs to prepare them for their roles as adult members of society.

INCLUSION STATEMENT

We recognise that there may be a diversity of special needs including learning, health, behavioural, emotional and physical.

Pupils for whom English is an additional language also have specific learning needs to enable them to access the curriculum. It must be remembered that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need.

We aim to provide for pupils who are More Able and Talented and recognise that they may need special provision in order to cater for their specific needs.

This policy is in keeping with the school's aims, its Teaching and Learning and its Equal Opportunity Policies.

MANAGEMENT AND SUPPORT STRUCTURE

Each member of the school has an important influence on the education and welfare of the child with special needs, however it is the class teacher's responsibility in conjunction with the Headteacher and SENDco to ensure that the needs of all the children are met. This includes supporting children's mental health.

Within school, there are a range of full and part time teaching and non-teaching staff who possess a variety of qualifications, skills and expertise to support children with SEND and EAL needs.

SEND AND EAL

Children who are EAL learners and also have an additional SEN are helped towards accessing their learning by a variety of methods drawing on the support and resources of both the SEN and inclusion teams.

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 Special Needs and for More Able and Talented Provision. They are required to report annually to parents on the fulfillment of the school's Inclusion Policy.

ACCESSIBILITY

Cotton End Forest 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. See Cotton End Forest School Disability Equality Scheme.

The school building is on one level and has disabled toilet facilities. The school has a number of staff qualified in First Aid and able to administer prescribed medication with parental permission.

IDENTIFICATION, ASSESSMENT AND RECORD KEEPING

Identification

Cotton End Forest School recognises the significance of early identification of pupils with Special Educational/Disability/EAL needs or pupils who may be More Able or Talented and works closely with other professionals already involved with pupils on entry to school.

Identification is supported by a number of strategies both formal and informal.

Assessment

The assessment procedure is generally initiated by the class teacher. The class teacher and the SENDco will continually monitor and assess pupil's progress through a regular cycle of observation, evaluation and both formal and informal assessment. Information from the parents is also sought and valued. Formal assessments may also be administered by outside agencies supporting the child. EAL pupils are initially assessed within 3 weeks of admission, using the standard school assessment format. Pupils who are new to England are assessed within their first week.

Where it is necessary to determine whether a pupil's difficulties are due to SEND or EAL, then a more in-depth assessment may be required and support is sought from an Educational Psychologist.

- **Record Keeping**

The SENDco holds and updates SEND, More Able and Talented and EAL registers. Each class holds its own Individual Needs File. The class teachers and the SENDco are responsible for the completion of all appropriate paperwork relevant to The Code of Practice.

The Headteacher and SENDco are responsible for completing the paperwork required for Statutory Assessment requests and the annual review of Educational Health Care Plans (EHCPs).

Class teachers and the SENDco are responsible for completing the paperwork relevant to supporting pupils with EAL needs at all stages of achievement.

All records are considered to be confidential and are only accessible to involved professionals and parents.

MONITORING PROGRESS

Pupil's progress will be tracked at a number of levels by:

- The class teacher/TA responsible for the delivery and monitoring of Individual Needs Action plans
- Half termly reviews of the Individual Action plans by the class teacher.
- Completion of Provision Maps.
- Regular meetings between the SENDco the Headteacher.
- Regular meetings between the class teachers and SENDco.
- Annual reviews of EHCPs
- Use of school's general tracking and monitoring process.
- Termly review of EAL steps/stages.
- Regular staff meetings.

SUCCESS CRITERIA

Pupil's success can be measured by:

- Their achievement of Individual action plan targets.
- Points progress achieved each term.
- Movement up through the EAL steps/stages.
- By a reduction in the amount of support they require in order to continue progressing.
- Achieving their National Curriculum targets.

- Achieving or over achieving their SATs targets.

WORKING WITH SUPPORT SERVICES AND EXTERNAL AGENCIES

The school promotes the value of specialist advice and support from a variety of professional and voluntary services. The school also welcomes and positively promotes links with educational bodies who can promote pupils learning and provide enhanced opportunities for our More Able and Talented learners.

WORKING WITH PARENTS

Positive parental involvement is important for the success of all children but it is particularly important for children who are More Able and Talented or those with Special Needs.

In accordance with the Code of Practice parents are involved right from the initial stages. Parents are given the opportunity to express their views, be active in decision making and participate in their child's education, at review meetings, parent consultations and induction meetings. Pupils are given the opportunity to express their views and comment on their success.

COMPLAINTS

If any parent feels that the school is not meeting the needs of their child they will be supported via the procedures outlined in the Complaints Policy. Parents may also seek support from the Parent Partnership and the Conciliation services.

STAFF DEVELOPMENT

The Headteacher and the SENDco will review the needs of the teaching and support staff and provide training via external courses and in school training. The needs of pupils and the interest areas of staff will also be taken into account when planning training days.

POLICY REVIEW

The Cotton End Forest School Inclusion Policy will be reviewed as and when necessary to respond to any LA or Government requirements.

In the absence of any such changes the policy will be reviewed on a two-yearly cycle.