

MARLBOROUGH ROAD ACADEMY

INCLUSION POLICY

At Marlborough Road Academy we believe Educational Inclusion is about all pupils being respected, valued and participating as equal members of the community so that effective learning, can take place. Inclusion will therefore improve the life chances of all children especially those who may be disadvantaged or vulnerable. Inclusion at Marlborough Road Academy relates to all aspects of school life not just the academic curriculum but in all school events and parent participation.

Marlborough Road Academy vision for Inclusion

Increase the participation of all children in education and raise the achievement and attainment levels of all.

Enable the diversity of Marlborough Road Academy to enrich the experience and education of all children.

The values and attitudes learnt in school, will lay the foundations for a lifelong understanding of and empathy with the wider community.

All children at Marlborough Road Academy, irrespective of age, gender, ethnicity, sexuality, physical, mental or educational needs have an entitlement to:

- Learn in a safe, secure environment.
- Be valued and respected by all staff as equal members of the learning community.
- Have their learning needs identified and assessed as early as possible and met promptly.
- Have barriers to their inclusion, participation and belonging identified, understood and removed.
- Have access to educational experiences that enable them to fulfil their potential as learners and as citizens within the community.
- Have access to specialized services or provisions that are flexible and that provide the best opportunities to meet their individual needs including access to multi-disciplinary services.
- Allow them to participate in decision making, planning and review of their educational progress.
- Benefit from parents/carers involvement with professionals in the planning and delivering of their provision.
- Learn to be responsive to the needs and abilities of others and society as a whole.
- Children may come from a wide range of cultural and religious backgrounds and many may have additional educational needs resulting from personal circumstances, such as children with English as an additional language, those seeking refuge and asylum, those with special educational needs and/or disabilities. Many pupils have multiple needs.

Educational inclusion is about all pupils, but some groups need specific attention to ensure their inclusion. These groups are:

- Minority ethnic & faith groups
- Travellers
- Asylum seekers
- those with English as an additional language
- Pupils with behavioural difficulties and those at risk of exclusion and disaffection.
- Under achieving children due to lifestyle.
- Pupils with a range of special educational needs.
- Children in public care
- Gifted and talented pupils from all groups
- Other pupils which are at risk of significant harm i.e. families under stress.

Experiencing success and achieving as high a standard as possible is more challenging for these pupils.

Aims

Marlborough Road Academy ensures policies and practices are in place so they are aware of these pupils and there is an understanding within the school the broader meaning of inclusion so they can take steps to ensure that they are not at risk of underachievement because they cannot access or benefit from opportunities school can provide. Marlborough Road Academy aims to promote a fully inclusive ethos and actively promote inclusion.

- Recognizing the links between inclusive education and catering for diversity. This means promoting a whole strong exclusive school ethos that values all children and their families by promoting respect, understanding and the celebration of diversity — challenging discrimination and prejudice.
- Fostering a climate that supports a flexible and creative response to the individual needs.
- Ensuring that all school development policies and practices take account of inclusive principles.
- Ensuring that all pupils with SEND be handled positively and sensitively.
- Seeking additional advice and support to ensure that children’s needs are adequately met
- Ensure that all children and their parents are made to feel welcome.
- Ensure that appropriate assessment and support arrangements are in place both within the school and including external agencies in order for children’s needs to be suitably addressed.
- A range of initiatives to support the curriculum for example extra curricular groups, mentoring programme and homework club.
- System for review and evaluation of inclusive practices in order to achieve continuous improvement.

DOCUMENT STATUS

Version	Date	Action
1	September 2012	Reviewed SENCo
2	January 2014	Reviewed SENCo
3	July 2016	Updated SENDCo

MARLBOROUGH ROAD ACADEMY

SPECIAL EDUCATIONAL NEEDS and DISABILITY POLICY

Introduction

This policy is fully compliant with the 2014 Code of Practice for special educational needs and disability 0-25 (SEND).

Definitions:

A child has *special educational needs* if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

A child has a *learning difficulty* if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders the child 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
- (c) are under five and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- (a) for a child of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
- (b) for a child under two, educational provision of any kind.
- (c) (Education Act 1996, Section 312)

Principles

- A child with SEND should have their needs met
- The views of the pupil should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum

Objectives

- The academy will manage resources to ensure all children's needs are met
- A pupil's special educational needs will be identified early
- All those responsible for or involved in SEND provision take into account the views and wishes of the child
- The academy and parents will work in partnership in identifying and meeting individual needs
- Provision and progress will be monitored and reviewed regularly
- The academy will involve outside agencies when appropriate
- Education health care plans will be reviewed annually in line with regulations
- Appropriate training will be provided for those involved in the implementation of the Policy

How the policy will contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the SENCO in conjunction with the SEND representative from the Governing Body using the criteria listed elsewhere. The use of resources, identification, programme planning, individual education plan (IEP) effectiveness and quality, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the academy will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

Special Educational Needs Co-ordinator.

Role of the SENCO.

The SENCO's role will include:

- Strategic development of SEND policy/provision (with Headteacher and governing body)
- Day to day responsibility for policy/provision
- Where there is a shared class the SENCO will ensure that responsibility is delegated as appropriate, to one or both teachers, for writing IEP targets and sharing these with parents
- Professional guidance to teachers
- The SENCO will ensure that termly SEN review meetings with parents will be conducted and IEP's will be shared
- Developing effective ways of overcoming Barriers to Learning
- Sustaining effective teaching through analysis/assessment of needs/monitoring quality of teaching and standards and by target setting, including, termly meetings with assessment co-ordinator to create a provision map and assess pupil progress.
- Collaborate with curriculum coordinators
- Managing TAs running specific interventions for SEND or 1:1 support for children with an EHCP
- Overseeing records
- Liaising with parents
- Contributing to continuing professional development (CPD)
- Liaising with external agencies

SENCO costs should be set against core budget not SEND

The SENCO will be a member of the Senior Management Team and will have the National Award for Special Needs Coordination

Marlborough Road Academy has no specialised units or specialist teachers for SEND.

Several members of staff have received specialist training for SEND pupils including autism, dyslexia, speech and language, fine and gross motor skills, SEN and multilingualism and behaviour management support.

Teachers

All teachers should:

- Write and incorporate IEP targets into planning
- Review IEP targets regularly and discuss progress with parents and children.
- Be aware of the experiences of different groups and incorporate this in their planning.
- They should be clear about what they want different groups to learn.
- Learning targets and tasks should be adapted and modified to match lesson objectives, and learning should regularly be checked against these targets
- When working with pupils with learning difficulties they should use appropriate language, make sure reading materials are pitched at an appropriate level, and that tasks are modified or ICT is used to enable pupils to communicate what they want to say in writing
- Notice and act upon spoken or physical tensions between groups or individuals
- Make clear when a behaviour is inappropriate without subjecting pupils to shame, guilt, loss of dignity or unfair comparison

Teaching Assistants.

All teaching assistants should:

- Be aware of IEP targets for specific children/groups
- Plan/discuss planning given by class teachers.
- Contribute to discussions with class teachers with regard to reviewing IEP targets.
- Be aware of the experiences of different groups.
- When working with pupils with learning difficulties they should use appropriate language, make sure reading materials are pitched at an appropriate level, and that tasks are modified or ICT is used to enable pupils to communicate what they want to say in writing
- Notice and act upon spoken or physical tensions between groups or individuals
- Make clear when a behaviour is inappropriate without subjecting pupils to shame, guilt, loss of dignity or unfair comparison

Pupils

Marlborough Road Academy also values and embraces the child's contribution in developing suitable learning targets for individual pupils: The Code of Practice states all children should be involved in making decisions right from the start and practitioners should ensure the child is involved in the development of the IEP in setting targets, where appropriate.

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil.

To participate in decision making children need information and support so that they can work towards

- Understanding the importance of the information
 - Expressing their feelings
 - Participating in discussions
 - Indicating choices
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- Adults need to
 - Give information and support
 - Provide an appropriate and supportive environment
 - Learn how to listen to children

Children should be enabled/encouraged to participate in all decision-making processes in their education, including:

- The setting of learning targets and contributing to IEPs and person centred annual reviews.
- Discussions about choices of schools, contributions to the assessment of their needs and annual reviews and transition meetings.

They need to be part of the process, to know that they are listened to and that their views are valued.

Parents

Parents/carers at Marlborough Road Academy are valued greatly as co-educators of their children. They are informed at all times of developments and we feel that their views and co-operation along with those of the children are vitally important.

Parent/Carers therefore:

- Offer support and encouragement to the child at home doing any work which the teacher feels will benefit
- Supervise the child at home doing any work which the teacher feels will benefit.
- Attend review meetings
- Inform teacher of any relevant information which may become available between review meetings
- Ensure the child is adequately nourished and clothed, gets enough sleep and rest and is fully equipped for school.
- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEND framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective professionals should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child focus on the child's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures, are aware of how to access support in preparing their contribution, and are given documents to be discussed well before meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or
- Communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings

Role of the SEN Governor will entail:

- Attending training courses devoted to SEND and access topics
- Being familiar with the code of practice and language of disability.
- Being aware of Local Authority's policies
- Is aware of the school's disability Equality plan and accessibility plan and the extent to which the school is meeting the targets of that plan and making reasonable adjustments for disabled pupils
- Be aware of resource and budget issues

SEN Funding

SEND provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. Additional funding is provided annually on the basis of data submitted to them for their audit of SEND

The range of actions/provision

Appropriate arrangements will be determined for each individual pupil but may include one or more of;

- Assessment and planning
- Grouping for teaching purposes
- Human resources
- Curriculum and other teaching methods

How pupils with special educational needs are identified and their needs determined and reviewed.

In line with the 2014 Code of Practice the following graduated response will be made to pupils who have SEND.

Action by class teacher (prior to involvement of the SENCO, class teachers will be expected to have undertaken the following actions)

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve child
- Don't assume difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation and quality first teaching
- Records should be kept and handed to next teacher in the Summer term
- Arrangements should be monitored to identify those not making sufficient progress, at which point the SENCO is consulted

School support

- Trigger is concern, underpinned by evidence, that despite differentiation and other arrangements, makes little progress due to underachievement, behaviour, sensory/physical or communication/interaction difficulties
- Class teacher/SENCO discuss, look at existing provision and collect additional information, SENCO takes lead in further assessment and planning future support
- Interventions may include different materials or groupings, adults developing interventions – may not mean extra time
- If an IEP is needed it should be smart with 2 to 3 targets, discussed with parents, record targets, teaching strategies, provision, review date, outcome
- If an IEP is needed it should only record what is additional and should be reviewed termly. Monitoring will be undertaken continuously

Outside agencies should be considered when pupils are unable to make appropriate progress and involves experts advising on new IEP targets, specialist assessment, advice on new strategies and/or additional support

Triggered by little progress over time, NC levels below age expected level or serious behavioural/physical/sensory/communication/ interaction difficulties

- External agency contacted and will need to see existing records
- SENCO/teacher/external agency representatives to consider range of approaches/materials including ICT
- IEP reviewed and links made to pupil's difficulties

EHCP (Education health care plan)

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the Local Authority to carry out a statutory assessment of their needs. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 7 of the Code of Practice.

IEP's (Individual Educational Plans)

- As indicated above arrangements which are **additional to or different from** that which is normally available will be recorded on IEPs, which will achieve the following:
- Raise achievement of pupils with SEND
- Be seen as a working document
- Use a simple format
- Detail provision 'additional to' or 'different from' that generally available for all pupils
- Detail targets which are 'extra' or 'different' from those for most pupils
- Be jargon free
- Be comprehensible to all staff and parents
- Be distributed to all staff as necessary
- Promote effective planning
- Help pupils monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils with SEND

They will focus on:

- Up to two or three key individual, measurable targets set to help meet individual needs and particular priorities
- Targets should relate to key areas in communication, literacy, mathematics, behaviour and physical skills
- Strengths and successes should underpin targets and strategies

They will consist of:

- Short term targets set for or by the pupil
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (recorded when IEP is reviewed)

When reviewed the following will be considered:

- Progress made
- Parents' views
- Pupil's views
- Effectiveness of the IEP
- Any specific access issues that impact on progress
- Any updated information and advice
- Future action, including changes to targets and strategies
- As part of the process 'progress' will be defined as:
- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

Differentiation of the Curriculum

Planning for differentiation can involve:

- ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to their ability
- helping pupils overcome learning difficulties by, for instance, supplying frequent spoken/visual instructions for children with reading difficulties
- including work recorded in alternative formats
- employing active learning strategies giving pupils firsthand experience matching demands to levels of attainment
- providing a range of activities to ensure participation
- providing similar work for a group but allowing different outcomes
- using a clearly defined step by step approach promoting gradual development of concepts and skills
- using jargon free, unambiguous language starting from the child's own language, introducing words as needed
- explaining new words regularly to ensure understanding and use allowing sufficient repetition to consolidate skills
- allowing time for reflection ensuring that the pace of the lesson takes account of the differences between individuals

Options for Differentiation

Presentation

- simplifying verbal instructions
- demonstration
- writing down and leaving instructions up after saying them
- reading aloud key text/instructions before child reads them
- putting up a glossary of word meanings for difficult vocabulary
- simplifying written instructions and texts
- supplementing information in books with CD'S, video, pictures, charts, diagrams

Approach to learning

- choosing more motivating activities by linking tasks to children's interests
- dividing longer pieces of classroom work into shorter tasks each with own endpoint
- increasing use of active learning approaches - brainstorming, drama, role play, card sorts, making posters, display, group discussion, group problem solving
- providing opportunities for repetition and reinforcement - same activity presented in different ways, reviewing earlier learning regularly

Response

- using alternatives to written recording, oral presentation, tape, video, dictation to helper, drama, picture-diagram-flow chart, PC-aided recording
- providing prompt sheets for writing, questions to answer, key words for each section. sentences or paragraphs to put in correct order
- cooperative writing, groups or pairs

Arrangements for the inclusion of SEND pupils

The inclusive practices of the academy

The academy will ensure, in line with the principle of inclusion that;

- All pupils are achieving as much as they can, deriving the maximum benefit according to their individual needs
- If certain groups or individuals are not achieving as much as they can then they find out why this is
- They are aware of differences between groups and individuals in terms of teaching, learning and curricular access and can state clearly the action they will take
- The action taken will be monitored carefully to ensure that all pupils are included in all aspects of the school
- There should be specific action to promote racial harmony and to address racism, sexism and other forms of discrimination

How the school and governing body evaluate the success of the education which is provided to pupils with special educational needs.

The school will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects:

- Number of pupils with SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

Professional Development.

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the academy
- Professional development sessions and one-off sessions on relevant subjects provided by outside agencies. These courses are tailored specifically to the needs of the academy and reflect the changing needs and priorities of the school
- Other courses which are relevant to the work being undertaken.

This can be generated by staff interest or can be undertaken at the request of the SENCO

Facilities for pupils with SEND at the academy, including facilities for access to the school by pupils who are disabled.

Terminology, imagery and disability equality

The Disability Equality Act places a duty on school, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination that is unlawful under the Disability Discrimination Act 1995 (as subsequently amended);
- eliminate harassment of disabled people that is related to their disability;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life;
- take steps to meet disabled people's needs, even if this requires more favourable treatment.

We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling. We also try to make sure we have positive images of disabled children and adults in displays, resources etc. We aim to make optimum use of Circle Time for raising all equality issues.

Implementing the disability and discrimination act.

Under Part 4 of the Disability Discrimination Act 1995 (as amended by the Special Educational Needs and Disability Act 2014) schools and LAs must **not treat disabled students less favourably** without justification, and must make **reasonable adjustments** to ensure they are not disadvantaged compared to their peers. Instead they must **plan strategically** to increase access to schools and the curriculum over time. The disability and discrimination duties apply to all pupils and to every aspect of school life.

Marlborough Road Academy is an older school building. The Junior building is on 2 floors and both the Infant and Junior building have stairs. There are 2 accessible toilets on the ground floor. Arrangements for pupils needing disabled access will require careful consideration.

There is a disabled toilet at the main school office.

Access is ramped into the main entrance

Access to assessment

All pupils need to be regularly assessed in order for staff to evaluate the effectiveness of teaching and learning approaches. Staff will provide alternative recording methods for relevant pupils such as peer support, readers, and scribes. The Head teacher will follow the guidelines in the **QCA** assessment books for KS1 and 2.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity. Resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective, and priority is given to the ordering of books with positive images and a positive portrayal of disabled People as they become available.

Listening to disabled pupils and those identified with additional needs

Marlborough Road Academy encourages the inclusion of all children in the School Council and other consultation groups. We also have Circle Time throughout the school. All pupils have access to a range of staff in whom they can confide. The school places great emphasis on listening to children.

Working with disabled parents/carers

Marlborough Road Academy recognises that there may be a number of disabled parents/carers of children within the school, and in such circumstances we would work to try to ensure they are fully included in parents/carers activities.

Disability equality and trips or out of school activities

All academy activities are accessible to all children. Staff will aim to ensure all pupils will have the opportunity to access trips and outings. Alternative arrangements will be made if necessary so a pupil can access an educational experience.

Admission arrangements

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional, educational needs. Early Years staff will meet with parents and other providers to discuss concerns and strategies in order to meet the needs of a particular child. Admission to Early Years for all children is on a part-time basis for the first few weeks.

These arrangements are flexible to cater for individual needs. Parents/carers of children with a EHCP pending will be invited to discuss the provision that can be made to meet their identified needs on a regular basis .Children joining from another school will initially meet with the Headteacher. The SENCO /Learning Mentor will contact the previous school to discuss strategies and provision needed to successfully transfer the pupil. The Marlborough Road Academy SENCO will meet with secondary SENCOs in order to provide information and support transfer for the pupil to secondary.

Links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.

Liaison is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the SENCO. Any child with special educational needs transferring to High School will receive additional transition visits to their chosen high School.

Complaints from parents of pupils with special educational needs concerning the provision made at the school.

Complaints about any aspect of the SEND policy will be dealt with in the same way as any other complaint against the school.

Should any parent/carer have cause for complaint, they should be addressed in the first instance to the Headteacher.

The complaint may be directed by the Head teacher to the Chair of Governors and/or the Governor for SEND.

Should action need to be taken, the Academy Complaints Procedure will be followed.

This policy will be reviewed and updated annually. The SENCO will also report annually to the Governing Body concerning the effectiveness of the policy.

DOCUMENT STATUS

Version	Date	Action	Ratified by Governing Body	
			Signature	Date
1	September 2012	First Printed		
2	January 2014	Updated (CC)		
3	July 2016	Updated (CC)		

This Policy has been impact assessed to ensure that it does not have an adverse effect on race, gender or disability equality