



Bishop Aldhelm's C.E. Primary School

Loved by God; United in Learning

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*Love, Unity,
Courage
and Inspiration*



Inclusion Policy



September 2020 - September 2021



Inclusion Policy

Date of Policy: September 2020

Foreword To All School Policies

The separate document 'Foreword To All School Policies' should be considered as part of every school policy as it places our policies and our work in their full context.

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Rationale

As a school, we are sensitive to children and staff being individuals. We are aware that we can promote inclusive education and that educational outcomes may be influenced by factors outside the school's control such as a person's gender, social, cultural or economic background, ability and special needs.

Bishop Aldhelm's School is committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

Bishop Aldhelm's School is committed to inclusion. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

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

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- 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,
- those who are working significantly above age related expectations
- those who are looked after by the local authority,
- others such as those who are sick; those who are young carers and those who are in families under stress,
- those learners who are at risk of disaffection and exclusion.

This 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 Bishop Aldhelm's School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve his or her full potential. We will also aim to model inclusion in our staffing policies and relationships with parents /carers and the community. The development and monitoring of the schools' work on Inclusion will be undertaken by the Inclusion Team and the link governor for Inclusion.

Valuing All God's Children

At Bishop Aldhelm's we follow advice from the Church of England's document, 'Valuing all God's children: Challenging homophobic, biphobic and transphobic (HBT) bullying' (updated 2019). Every person in our school community has been made in the image of God and is loved unconditionally by God. Everyone is equal and we treat each other with dignity and respect.

Our school is a place where everyone should be able to flourish in a loving and hospitable community. Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socioeconomic background, academic ability, disability, sexual orientation or gender identity.

We are committed to promoting the understanding of the principles and practices of equality – treating all members of our school community as individuals, according to their needs, with an awareness of our diverse society and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

Intent

- a) To value all members of our school community as equal citizens.
- b) To reduce barriers to learning and ensure participation for all pupils, not only those with impairments or those who are categorised as 'having special educational needs.'
- c) To attempt to meet the needs of all young people taking into account their individuality.
- d) To enable each child to reach his/her full potential.
- e) To encourage in its pupils a balanced attitude towards the different members of society so they are better prepared for the diversity of adult life.
- f) To ensure that no pupil is unfairly disadvantaged.
- g) To recognise that inclusion in education is one aspect of inclusion in society.

Aims

Our school aims to be an inclusive school, catering for diverse needs and working in partnership with parents/carers. We aim to involve parents/carers at every stage in plans to meet their child's additional needs.

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 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 Leader, class teachers and support staff as appropriate. (*Except where disapplication, arising from a EHCP occurs- disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)

We aim to ensure the SEN and Disability Act (2005) and relevant Codes of Practice and guidance are implemented effectively across the school and to ensure equality of opportunity for, and to eliminate prejudice and discrimination.

We aim to make reasonable adaptations, in line with the Equalities Act 2010 to ensure that all members of our school community can be included.

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?

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice: 0 to 25(July 2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools – (DfE May 2014)
- SEND Code of Practice 0 to 25 (July 2014)

- Schools SEN Information Report Regulations (2014)

Contact information

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SENCo- Lucy Strickland- 01202 715100
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Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Thus, a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (SEN Code of Practice).
- A pupil has special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for him/her. A child is said to have a learning difficulty if he/she has a significantly greater difficulty in learning than the majority of children the same age. A child must not be regarded as having a learning 4 difficulty solely because his/her language or medium of communication is different from the language in which he or she will be taught.
 - A pupil has special educational need if he/she has a disability which prevents or hinders him/her from accessing education and require special educational provision to be made for him/her. Special educational provision means, for a child of two or over, educational provision which is additional to, or otherwise different from, that educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area. (Education Act 1996, Section 312).

We recognise that not all pupils with disabilities have SEN and not all pupils with SEN meet the definition of disability, however, this policy covers all of these pupils.

Roles and Responsibilities

The Role of the Inclusion Leader/Special Educational Needs Co-ordinator (SENCO):

- To take responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for including all pupils in the school.
- To liaise with the class teachers and teaching assistants in assessing children's needs.
- To liaise with external agencies, support services, other schools and the Local Authority (LA).
- To collate evidence of the needs of SEND children through the SEND register and inform the Governors about the information.
- To advise colleagues on strategies and report card targets.
- To liaise with parents of children with SEND where appropriate.
- To monitor the progress of individual children and oversee programmes of work/interventions.
- To review and update resources for SEND.
- To train and monitor the work of the Teaching Assistants (TAs).
- To ensure that the needs of SEND children are reflected in the Single Plan.
- To complete all statutory duties as outlined in the SEND Code of Practice 2014.

The Inclusion Leader and SENCO have successfully completed The National Award for Special Educational Needs Co-ordination. The Inclusion Leader is also our Deputy Headteacher and is responsible for managing the pupil premium and looked-after children funding alongside the Headteacher.

The Role of the Governing Body, including the SEND Governor:

- To exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010.
- To ensure that the school's arrangements supporting disability and medical conditions, equality, school and SEND information pertinent to the SEND Policy are published.
- To ensure that they are fully involved and will undertake review and monitoring of the school's SEND Policy.
- To ensure that all governors, especially the SEND Governor are up to date and knowledgeable about the school's SEND provision.
- To do its best to ensure that the necessary provision is made for all pupils.
- To ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.
- To consult the LA and the governing bodies of other schools, when necessary or desirable to improve the school's SEND policy.
- To ensure that a pupil with special educational needs can join in with the activities of school life and that reasonable adjustments are made to enable them to do so, as far as is reasonably practical.
- To report to parents on the implementation of the school's policy for pupils with special educational needs.
- To have regard to the SEND Code of Practice 2014 when carrying out its duties towards all pupils with special educational needs.
- To ensure that parents are notified of a decision by the school that additional provision is being made for their child.

The Role of the Class Teacher:

- To provide quality first teaching to optimise learning opportunities for all.
- To provide interventions (programmes that target and support specific groups) for children who need extra support to meet national expectations.
- To swiftly identify pupils with SEND in their class.
- To discuss their concerns with the TA, Year Champion, Assessment Leader, SENCo, Inclusion Leader and/or Headteacher.
- To update and make use of the school's tracking and record keeping systems to identify gaps in knowledge and plan accordingly.
- To write, review and update termly Report Cards and Provision Maps for individual children on the SEN and PP register.
- To ensure that all targets are Specific, Measurable, Achievable, Realistic and Timed (SMART).
- To timetable opportunities for targets to be worked on.
- To discuss targets with pupils and their parents/carers during parents' evening.
- To provide a differentiated, cross-curricular programme for all pupils including those with additional needs.
- To add/update information on the school's provision map, in discussion with the Inclusion Leader.
- To work with outside agency support as appropriate and put in place recommendations.

The Role of the Teaching Assistant (TA):

The school employs Teaching Assistants to support the teaching and learning of all pupils in the classroom and deliver intervention programmes. Working alongside the Inclusion Leader and SENCo they:

- Monitor individual targets in consultation with the class teacher and pupil.
- Support differentiated within the curriculum.
- Plan, teach and assess intervention programmes.
- Keep records relating to pupils' progress.
- Work alongside teachers to ensure children apply their learning in intervention programmes back in class.
 - Support and observe children in class as appropriate.
 - Support teachers as appropriate (e.g. tasks, target setting for Report Cards etc.)
 - Create, store and maintain resources for SEND children.
 - Are aware of the need for professional discretion.
 - Undertake any other work deemed appropriate by the SENCo, Inclusion Leader or Head Teacher.

Specially trained Teaching Assistants (TAs) also provide support in Emotional Literacy Support (ELSA), speech and language support; EAL support and booster sessions for groups and individuals.

The Role of the Headteacher:

- To be responsible for ensuring that national requirements are met.
- To monitor all the work of those involved with SEND children.
- To ensure that the principles of best value apply to the financing and resource allocation for SEND.

The Role of Parents:

- To meet regularly with class teachers and when appropriate with the SENCo or Inclusion Leader.
- To support the work of the school.
- To work with SEND staff to ensure that children feel well supported, confident and have high self-esteem.
- To support their child with their Report Card targets.
- To attend meetings with professionals from agencies, when appropriate, to provide a joined up approach to supporting their child's needs.

Pupils with a Special Educational Need or Disability (SEND)

Identification and assessment of a pupil with SEN

The assessments and concerns of teachers, parents and external specialists are taken into account when ascertaining whether or not a pupil has SEND.

To assess whether a child has an SEND, the SENCo will assess individual placement within the 2015 Code of Practice framework by:

- Asking questions.
- Observing individual children to identify needs and individual progress.
- Obtaining information from continuous liaison with class teachers.
- Monitoring records of attainment, teacher assessments and SATs results.
- Reviewing a range of assessments are available to identify specific areas of need such as: the cognitive profiling system (CoPs) and Phonological Assessment Battery (PhAB); visual stress tests.
- Using dyslexia screeners. All Year 3 children are screened to see if they have any traits of dyslexia. Screeners are also used for children across Key Stage 2 where there are concerns regarding barriers to learning.
- Obtaining assessment reports and advice from the Educational Psychologist where necessary.
- Taking note of other outside agency advice and reports (Health, Social Services etc).

Going onto the SEND Register

Where the school makes special educational provision for a pupil with SEN, we will always inform the parents that their child will be placed on the SEND Register (SEND code of Practice 2015).

The Graduated response

Bishop Aldhelm's adopt a graduated approach with four stages of action: assess, plan, do and review, following the guidance set out in the SEND Code of Practice.

BCP Local Authority has developed more explicit guidance regarding the graduated response across the **4 areas of need**:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and Physical

These areas have been further broken down into 3 phases of support:

- Quality First Teaching
- SEN Support
- Statutory (EHCP) Levels

A copy of this document, which provides more detailed information on the graduated response is available from the school on request.

Request for Statutory Assessment

Bishop Aldhelm's may request a Statutory Assessment from the Local Authority when, despite an individualised programme of sustained intervention following a graduated response, a pupil remains a significant cause for concern.

A Statutory Assessment might also be requested by a parent or outside agency. Information with regards to doing this can be found on the Local Authority website. We welcome conversations with parents if this is a route that they wish to take.

In order to proceed with the statutory assessment, the school should have a range of information upon which it can draw, which may include:

- The actions followed from the graduated response that the school has already undertaken.
- Records and outcomes of regular reviews undertaken.
- A pupil's provision map.
- Information on the pupil's health and relevant medical history.
- Attainment in core subjects and information regarding the pupil's progress over time.
- Other relevant assessments from specialists such as support teachers and educational psychologists.
- The views of the pupil's parents.
- The views of the pupil.
- Social Services/Educational Welfare Service reports.
- Information from any other involvement by professionals.

An Educational Health Care Plan (EHCP) will normally be provided where, after a Statutory Assessment, the Local Authority considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an Educational Health Care Plan.

Educational Health Care Plan - EHCP:

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

In reviewing EHCPs, we follow the guidance from our local authority that reviews should take place:

- At the end of a key stage
- When a placement has changed
- When there has been a significant change in a pupil's level of need
- Annually, as appropriate (taking into consideration the criteria above)

The SENCo will organise these reviews and invite:

- The child's parent
- The child if appropriate
- The relevant teacher

- The SENCO/Inclusion Leader
- Outside agencies that are involved in the child's support
- Local Authority representative

The aim of the review will be to:

- Assess the pupil's progress in relation to targets
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Monitoring the Progress of SEND pupils

The progress of pupils with SEND will be monitored as detailed in the school's assessment policy but in addition to this the school will ensure:

- Additional testing is used as appropriate/advised by outside agencies to gain more detailed information about a pupil's needs.
- Results of testing are shared with the Local Authority as part of the annual audit.
- Results of testing are used to contribute to the criteria for inclusion of child on SEND register (as per Borough's published SEND audit criteria.)
- School Support plans are reviewed and amended termly in light of the assessment information generated for each child. These need to reflect clear targets that are appropriate next steps for each pupil to work on. Copies of support plans must always be shared with parents.

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

- Termly review of the curriculum.
- Regular tracking of pupil attainment through termly target setting meetings.
- Monitoring and assessment schedule.
- Termly review of provision management with the Inclusion team and teachers to discuss progress of pupils on SEN Support and EHCPs.
- Termly review of provision for pupils with an EHCP.
- Review of targets in English and maths.
- Lesson observations.
- Talking to children and parents.
- Teacher assessment.
- National Curriculum Tests.
- Accelerated Reader Tests.
- Monitoring teacher's plans and children's work.
- Termly Report Cards with individualised targets and provision and a written report in the Summer Term.
- Half termly evaluation of interventions.

Coming off the SEND Register

A child will be removed from the SEND Register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully. It is possible that some children may require support for particular aspects of their learning which may be due to their underlying learning issues. All children will be monitored and their progress tracked so that staff will be alerted to potential learning issues. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC Plan will follow the statutory guidance for ceasing an EHC Plan as set out in the Code of Practice. The ceasing of an EHC Plan is determined by the local authority where a child no longer requires the special education provision as specified in the EHC Plan. However a child's progress will continue to be monitored by using the school's tracking systems.

SEN Resources and Teaching Materials

The Inclusion Leader and SENCo have oversight over the achievement of all SEND pupils in the school and working with the Headteacher and teachers, will direct resources to support pupil progress as required.

The school promotes equality for those with SEND. We believe that equality is achieved when additional resources are provided to break down barriers that children may have to their learning.

We recognise that the greatest resource are the teachers and any other additional adults that a pupil may be working with. Part of the role of the Inclusion leader and SENCo is to ensure that members of staff have up to date knowledge and strategies about how best to support their pupils and have access to books and equipment necessary to facilitate their work.

Differentiated Curriculum Provision

In order to make progress all children will receive a differentiated curriculum. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Differentiation will be recorded in the class teacher's plans. Children are taught in mixed ability groupings. At Bishop Aldhelm's there is an emphasis on a knowledge and skills based curriculum.

We recognise the need for all pupils to achieve success and to develop positive self-esteem by allowing for access to the National Curriculum at the appropriate level. In some cases this will require differentiation which may involve modifying learning objectives, teaching styles and access strategies.

Provision Management

Pupils on the SEN Register will be 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 intervention their child will receive on a termly basis and receive a review of their progress at the end of each term. Provision Maps show how we allocate resources to each year group.

Physical Resources

Physical resources can be used to support a child's needs. Examples of these resources include: writing slopes, reading rulers, colour paged books, voice recorders, laptops and sensory resources. Resources will be reviewed regularly to ensure that they are benefiting the child and their learning.

SEND Funding

The school has a designated SEND budget and uses this to pay for a proportion of all EHCP plans. In some cases, a school may also receive additional funding from BCP Local Authority where the need of a pupil is particularly high in terms of adult support or specialist resources or provision. It is important to note that having an EHCP does not guarantee that a pupil will receive additional funding. The school will address the needs of pupils through the 'graduated response'.

Funding is usually spent on:

- Teaching Assistants
- SENCo
- Private Speech and Language Therapist
- Private Educational Psychologist time
- Screening assessments
- Specialist equipment and resources
- Staff training
- Specific programmes of learning to meet individual needs
- Interventions

Vulnerable Learners

A child may be deemed vulnerable as a learner when they start school, or at any point throughout their school life if they are not achieving in line with their peers or are not reaching their full potential over a measured period of time. Strategies for support will come in the first instance through Quality First Teaching, differentiation, intervention, specialist in school support or additional TA support. If these strategies are not successful, the Class Teacher or SENCo will initiate further investigation and will respond as outlined within the 'graduated response'.

Disadvantaged pupils

Disadvantaged learners are pupils who either currently, or in the last 6 years, have met the eligibility criteria for free school meals. In most cases, schools receive extra funding to support the provision of disadvantaged learners within their school, which is currently £1345 per pupil. For more information as to how this is spent, including ways in which we to ensure all disadvantaged pupils have access to all aspects of school life, please refer to the our pupil premium strategy on our website.

HM Armed Forces

Pupils who have been identified as having one or both parents in the armed forces will be offered the same opportunities as every other child. Support will be put in place as identified in this policy as and when necessary. Additional funding granted to the school (£310 per child) will be used to develop the academic, social or emotional needs of the child.

Parents serving in HM Armed Forces can also access the Children's Education Advisory Service (CEAS), an information, advice and support service established specifically for Service parents. It covers any issue relating to their children's education, including SEN. More information about CEAS may be found on the CEAS website: <https://www.gov.uk/childrens-education-advisory-service>

Looked After Children (LAC)

A child is most often 'Looked After' by the Local Authority because their parents or the people who have parental responsibilities are unable to care for him/her. Every 'looked after' child will have a detailed Care Plan which includes care, education and health needs.

It is the responsibility of the school to ensure that the relevant parts of the plans are met whilst the child is in school. Funding which is made available for LAC children can be used to support achievement, this is currently £2,345 per LAC pupil.

Bishop Aldhelm's support the statutory review meetings for 'looked after' pupils, which convene to review and discuss the pupil's care, health and education plans. Reviews are chaired by an Independent Reviewing Officer (IRO) and meeting generally include social care, education and health professionals, along with the foster carers and any other professionals working with the child.

We try to develop in our children an awareness of self-worth and that they are valued, no matter what may be their home background. We aim to ensure that all children are aware of and have an empathy for other children less fortunate than they might be. The school caters for those CLA who need support. A teacher with responsibility for CLA has been appointed and will oversees the well-being of those children.

Children who are working above expectations for their age range

Pupils who are significantly and consistently exceeding the national expectation within a certain area will still have their needs met through work within the classroom. This will be through challenging extensions and questions and opportunities to work in different ways to develop their ideas. In some cases, there may be further opportunities made available to these pupils, e.g. to join a club provided by the school or an outside agency, although this provision may look slightly different in each of our schools.

English as an Additional Language (EAL)

Pupils with EAL are supported both inside and outside the classroom depending on their English fluency and interpreters are used where necessary. SEN provision will only be provided for pupils with EAL once it has been established that their difficulty is not linked to being taught in a language that is different to their own. Pupils with EAL are supported both inside and outside the classroom. New arrival children are supported through a clear induction by a higher level teaching assistant (HLTA).

The Young Interpreters Scheme runs in school. This scheme trains children within our school to support EAL children's language development through a regular and professional buddy system, assisting with their integration and emotional wellbeing. The Young Interpreters also support EAL children and teachers of EAL children with teaching language, homework, interpretation and other tasks.

We try to develop in our children an awareness of the range and variety of abilities that people possess, and to foster a positive attitude towards those of other cultures and nationalities. We aim to ensure that all children are aware of those from other nationalities.

Race/Culture

We aim to ensure, through careful monitoring by staff and governors, that literature and other resources are free from culture or race bias and negative stereotyping.

At Bishop Aldhelm's we try to address inclusive education in each area of the curriculum by:

- providing a large range of activities which are equally accessible to children from different cultures.
- providing learning experiences which promote the positive aspects of other cultures.
- offering examples of role models which enhance the positive contribution from other cultures/race/religions through such resources as visitors, TV and video programmes, corridor displays and literature provision.
- developing the positive contribution from other cultures, race or religions. For example through curriculum topics based on the Olympic games, Ancient Greece, etc.
- raising awareness of inequality and its causes, e.g. Apartheid, the slavery experience in Ancient Egypt and the Exodus, the Holocaust during World War 2. We also try to provide opportunities to discuss issues of race/culture and religion with regard to equality in our society.
- being sensitive to the children's cultural diversity whilst at the same time making all children aware of the reasons for this diversity, e.g. name pronunciation, religious observance (fasting etc.), dress requirements.
- providing opportunities for children to experience some aspects of the way of life of other cultures e.g. food tasting, dancing. Topics on diversity and celebrating differences are covered in KS2. We try to ensure that there is no race or culture bias in the way we respond to children, e.g. expect people from other races, cultures or religions to be inferior or of less value to society.
- encouraging children to value the contribution made by people from other cultures in our own country. e.g. doctors, ministers, sports people etc. We combat racism in a positive way.

Gender

At Bishop Aldhelm's C.E. Primary School we:

- expect rules and codes of conduct to apply equally to boys and girls. This entails monitoring and, if necessary, reviewing our discipline policy to ensure that it is neither biased nor discriminatory.
- try to offer examples of role models which allow for a diversity of ambition and resist traditional stereotyping through the use of resources and displays, e.g. a female executive or a househusband.
- resist making assumptions about children's behaviour and the responses we make which are based on rigid sex stereotyping e.g. "girls shouldn't fight", "boys don't cry".
- try to encourage boys and girls to participate in activities which, for a variety of cultural and historical reasons have been perceived as "boys play" (football, construction toys and games) or "girls play" (netball, dressing up, singing, and cooking).
- analyse assessments termly to identify any potential gender issues and make appropriate adjustments to the curriculum where necessary.
- endeavour to ensure that there are no barriers to learning that are attributed to those of gender bias.
- try to ensure that the children are arranged and seated according to need rather than by gender. However, should the grouping by gender be appropriate to allow equal access to learning opportunities, then this will take place. For example, where there is a higher ratio of one gender that may monopolise resources (e.g. Shared computer work or guided reading/writing sessions). Such action would only be taken following sound analysis of the situation.

Children with SEND and medical needs

At Bishop Aldhelm's we have a coordinated approach with external professionals when supporting children with medical needs. Strategies such as visual timetables and social stories are used to support children with their needs.

Working with outside agencies

Bishop Aldhelm's C.E. Primary School promotes the value of specialist advice and support from a variety of professional and voluntary services.

The Inclusion Leader liaises frequently with a number of other outside agencies and specialists:

1. Social Services
2. School Nurse
3. Community Paediatrician
4. Physiotherapy
5. Occupational Therapy
6. Speech and Language therapists
7. Visual and hearing impaired team
8. Mental health team
9. Educational Psychologist
10. Outreach Teachers from Special Schools.

Parents/carers are informed if any outside agency is involved

Record Keeping

The Inclusion team holds and updates SEN, Pupil Premium and EAL registers. The class teachers and the Inclusion Team are responsible for the completion of all appropriate paperwork relevant to the SEN Support and EHCP children. The Inclusion Team (supported by the class teacher) is responsible for completing the paperwork required for Statutory Assessment requests and the annual review of EHCPs. The class teachers and the Inclusion Leader 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 concerned professionals and parents. All class teachers have anonymised information in their class inclusion files and SEN information is kept in the SENCo's Office in a locked cabinet.

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 SEN, the Inclusion Leader will telephone to further discuss the child's needs.

Children transferring to new schools will have records sent and the Inclusion Leader will discuss these children with other schools on request.

Bishop Aldhelm's C.E Primary School provides a strong transition package with local schools. There will be visits by pastoral staff and teachers and by the children to their new schools. There is robust information sharing between feeder and destination schools. Bespoke transition arrangements are set up depending on need.

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without EHCP's must be treated as fairly as all other applicants for admission.'

We encourage all pupils to tour our school prior to admission to help set up a smooth transition. Parents are encouraged to share any SEN with the school so that appropriate support and provision can be sent up.

Working with Parents/Carers

Parents will be involved with their children's progress both informally and formally. Positive parental involvement is important for the success of all children and is in accordance with the SEN Code of Practice. Parents will be involved right from the initial stages. Parents will be 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 will also be given the opportunity to express their views and comment on their success.

Parents will have the opportunities to meet with their child's class teacher in a formal meeting twice an academic year; the Inclusion Leader may also attend these meetings. Parents are welcome to request meetings with the Inclusion Leader throughout the year.

Please see appendix 1 for the flow chart to show communication of targets for SEN and PP children throughout the year.

Inclusion Days are held for parents and carers termly offering opportunities to attend workshops on different area of Inclusion.

We aim for parents and carers to:

- Play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated and supported
- Have access to information, advice and support during assessment and any related decision making process about SEN provision

Staff Development

The Headteacher and Deputy Head Teacher/Inclusion Leader will review the needs of the teaching and support staff and provide INSET 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 INSET.

Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEN. Staff are encouraged to take part in professional reading discussions via our school forum to develop their knowledge.

Monitoring and Evaluation of the Policy

The success criteria on which this policy may be judged are as follows:

- Teachers understand the aims of the policy and subscribe to the provision made.
- Teachers believe they have the resources necessary for teaching all of the children in their care
- Given the resources available, teachers believe that all children, including those with SEND are receiving the help they need and that they are making good progress
- Parents of children with SEND believe their children's educational needs are being met
- Parents and teachers believe they are working in partnership for the benefit of the child
- Children are happy with the provision being made for them
- Learning Walks identify effective support
- Quality First Teaching and effective planning/differentiation ensures inclusion and progress for all
- Children with SEND make good progress from their starting points

Conclusion

Bishop Aldhelm's C.E. Primary School aims to provide safe space for all pupils, staff and guests; a place where people can feel comfortable, without fear of limitation, intimidation, harassment or discrimination. All staff, pupils and school community shall have equal access to the services and facilities of the school, irrespective of their colour, creed, ethnic or national origin, socioeconomic situation, disability, age, sex, marital status or sexuality. Every child matters and every person should leave this school to go to the next phase of their education or life with dignity and having found success and achievement at Bishop Aldhelm's.

Complaints

It is hoped that all situations of concern can be resolved quickly through discussion and early action. However, if a parent / carer feel that their concern or complaint regarding the care or welfare of their child has not been dealt with satisfactorily, an appointment can be made by them to speak and explain the issues to the Inclusion Leader. The Complaints Policy can be found on the school website; this information can be found under the Policy section.

Policy Review

This Policy will be reviewed as and when necessary to respond to any LA, Hamwic Education Trust or Government requirements. The school considers the Inclusion Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Appendix

Appendix 1 - EAL Induction and Assessment

When	What	Who
Before start	Parent questionnaire	Office staff
	Advise parents about the buddy system- inform EAL leader if interested.	Office staff
	Tour of the school- with YI if possible	Office staff + YI
Day 1	Introduce HLTA to year group- offer time out in sensory time with a buddy	HLTA
	Link with YI or buddy in year group	Class teacher + EAL leader
First week	HLTA to meet with the child and begin to teach playground games.	HLTA
Second week	Informal assessment of child's skills using the language assessment stages.	Teacher
	Assessment of child's home language skills in writing and reading.	HLTA
	Ongoing roleplay/ games teaching with group of children	HLTA

Questionnaire

Office to ask the parents/carers to complete the online questionnaire in school <http://newarrivals.segfl.org.uk> This can be completed in many different languages and has an audio function to allow questions to be read aloud. The questionnaire provides background information to the child's family and their prior schooling and language experiences. The results from this questionnaire can then be printed in English to give to the class teacher and EAL leader.

Information on the English System

Although not for our Borough, Bracknell have created a number of guides for different languages that explain the English system. These can be given to parents although please explain that some of the information is not relevant due to it being based on a different borough. There is useful information about classes, school set up, homework, lunches etc. in the booklets.

<http://www.bfinclusion.org.uk/Welcome%20to%20Bracknell%20Forest%20Booklets.htm>

Buddy System

The EAL leader will have a list of parents who have volunteered to be a parent buddy to new parents with the same second language. The office team should offer this support to new parents. If interested then the EAL leader should be informed to contact the buddy parent. We have a support group, made up of parents, called **Language Support Helpers (LSH)**. This support group is designed to assist parents with EAL (English as an Additional Language) who might struggle to communicate or understand English or may need help with regards to school matters.

Parents have offered to help other parents with English using their own mother tongues: Italian, Ugandan, Portuguese and Russian.

If parents are interested in becoming a LSH or having help from an LSH, please contact Miss Piwowska via the school office.

Tour of the School

When possible, Young Interpreters (YI) with the same home language, should be involved in the tour of the school.

School Guidance Information

This should be provided before the child starts at Bishop Aldhelm's. It can be printed in different language and gives parents some back ground information to the English education system. This comes from the Bracknell website.

Assessment of home language

It is important to know how proficient a child is in their home language. In order to do this ask them to write about their weekend or their holiday. Although you may not be able to understand what has been written, you will be able to see handwriting, punctuation, pace of writing, attitude to writing etc. The same applies to reading. We have some dual language books in school and there are a number of online books in different books. <http://en.childrenslibrary.org/> . Listen whilst the child reads in their own language. You will hear fluency and expression and also see the child's attitude to learning.

It is important that we know a child's ability in their home language. If a child struggles in their first language as well as with English then it may be that they have further difficulties which will need to be identified to support them.

Intervention/support ideas:

Teach playground games

Adult led role play with good English speakers.

Persona dolls- similarities and differences between cultures

Parents:

We will offer termly coffee mornings with the Inclusion Team to offer a support network to families with EAL.

Parents should be encouraged to carry on with the child's home language as well as with English. <http://emas.lea.portsmouth.sch.uk/home/community-and-parents/the-importance-of-home-language/the-importance-of-home-language-leaflet>

The EAL leader will offer English support lessons for parents who would like to learn.

The following link provides template letters that can be used for different aspects of school e.g. headlice. in a range of languages. These can be copied onto our school headed paper when being sent out.

<http://www.eani.org.uk/schools/intercultural-education-service/newcomer/interpreting-service/>

Resources for Teachers:

<http://en.childrenslibrary.org/>

This site has ebooks in a range of different language. Good for using for assessing the child's home language, for giving to parents and to allow the child to enjoy reading at their ability level.

Appendix 2 - Flow chart of communication with parents for report cards and targets for all SEN and PP children.

Autumn 1st half term

Long term targets set by the class teacher.
Autumn term targets set.
Report Cards sent home to parents

November Parents Evening

Please speak with your child's class teacher to discuss the provision and progress.

End of the Autumn Term

Autumn Term targets will be reviewed using the colours green (met target), yellow (partially met), red (not met). New targets will then be set for the Spring Term. These should build on those achieved in the Autumn Term in order to help progress towards the long term targets.

March Parents Evening

Please meet/speak with your child's class teacher to discuss provision and progress and to sign the report card.

End of the Spring Term

Spring Term targets will be reviewed using the colours green (met target), yellow (partially met), red (not met). New targets will then be set for the Summer Term. These should build on those achieved in the Spring Term in order to help progress towards the long term targets.

End of the Summer Term

Summer Term targets and the long term targets will be reviewed using the colours green (met target), yellow (partially met), red (not met). You will also receive an annual report for your child.
Report cards are passed on to your child's next teacher to support transition.