

## **Inclusion policy 2023-2024**

**Nominated Member of Leadership Staff Responsible for the policy:**  
**Rebecca Hocking (Inclusion leader)**

**Named Governor with lead responsibility:**  
**Viv Smith**

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**September 2023**  
**Date agreed and ratified by Governing Body:**  
**September 2023**  
**Date of next review:**  
**September 2024**

**This policy will be reviewed at least annually,  
and following any concerns and / or  
updates to National and Local guidance or procedures**

## Inclusion Policy September 2023

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### Our Vision

*For all children, regardless of any identified additional needs, to become independent, confident and competent learners by the time they leave Porter Croft, taking with them a love for learning and the skills for future education and beyond.*

This policy has been developed by the Inclusion Leader, Headteacher, the Senior Leadership Team, teachers, teaching assistants, parents, governors and pupils in order to reflect the new code of practice June 2014.

## Contextual information

Porter Croft is an 'outstanding school' that converted into an Academy in 2013. It is a smaller than an average sized primary with 210 pupils on roll. The majority of pupils are from minority ethnic groups, with a well above average proportion speaking English as an additional language. We also have a higher than average proportion of pupils with SEND. Our mission statement 'Together we are Porter Croft' defines our approach to inclusion and our high expectations for all our pupils.

## Our aims

1. For **all** learners to be given an equal opportunity to achieve their full potential, be challenged and reach their personal goals.
2. For **all** learners to be prepared for a life beyond the education system, putting a focus on the children's personal, social and emotional skills.
3. For **all** members of staff to have high expectations of **every** child, so that barriers are removed and opportunities are widened.
4. To provide a whole school inclusive environment for **all** pupils, whereby every child and member of staff feels equally valued in the classroom and in the wider school environment.

## Identifying pupils who require additional support

The purpose of identifying children who require additional support, above and beyond what is provided in the classroom, is to inform which strategies we need to put in place to facilitate our pupils' learning needs, not to categorise our pupils. We believe in an inclusive approach to learning, focusing on the strengths of the pupils to identify the next steps in their learning.

Under the new code of practice there are four broad categories of need:

1. Communication and interaction.
2. Cognition and learning.
3. Social, emotional and mental health difficulties.
4. Sensory and/or physical needs.

There are factors which are not considered to be SEND but may also have an impact on a child's progress and attainment.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Pupil Premium pupils
- Being a Looked After Child (LAC)
- Being a child of a Serviceman/woman

Behaviour is not an acceptable way of describing SEN. Behaviour should be described as an underlying response to a need which the Academy should be able to recognise and identify clearly.

## The Sheffield Support Grid

The Sheffield Support Grid has been introduced to ensure consistency across the city when determining the needs of the children in our schools. Class teachers are required to level the children in their class on the grid, which will then identify the level of support required for that child.

The grid is divided into four areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health
4. Sensory and/or physical

Within each area of need there are five levels:

**Level 1** – The child does not require any further support that is above and beyond the quality first teaching provided by the class teacher. At this level, the child does not require any additional monitoring, therefore will not be on the Inclusion register.

**Level 2** – The child requires targeted additional support, at a group level, that enables them to successfully access the curriculum/classroom environment. This may take the form of an intervention outside of the classroom or resources/support provided in the classroom environment.

**Level 3** – The child requires targeted, 1:1 support which is implemented in response to advice given by professionals from outside agencies. This child requires a modified curriculum to enable them to access the classroom environment and support to enable this child to make progress.

**Level 4** – The child requires 1:1 support throughout the day, to enable them to access learning and the classroom environment. They are working on a modified curriculum, which is significantly different to that of their peers. This child is working significantly below the level of children their age. At this level, the child would require a My Plan or EHCP.

**Level 5** - At this level, the child is unable to access the learning in the classroom or the environment. They would require 1:1 support at all times of the school day. Children at this level would have an EHCP and alternative, specialist provision would be considered.

Children who are a level 3 or above (level 2 on some occasions) will be on the Inclusion register, after assessments by the class teacher and involvement from outside agencies. Parents will be required to give permission before this occurs and will be invited to an initial meeting to discuss next steps.

## A Graduated Approach to support Inclusion

### Quality First Teaching

Each class teacher is responsible for meeting the needs of all pupils in the classroom. This is done through a variety of different strategies:

- *Differentiated work, which is targeted to meet the needs of the individual child.*
- *Differentiated questioning to engage all learners in the teaching input.*
- *Small group support from the classroom teacher or a teaching assistant.*
- *Use of visuals (signs and symbols) to support understanding and communication, e.g. communication in print/Makaton.*
- *Use of concrete resources to support understanding, e.g. Numicon, Dienes, writing scaffolds*
- *Use of dyslexia friendly resources, e.g. coloured overlays, coloured workbooks, alternative ways of recording, voice boxes etc.*
- *Use of talking partners to enable oral rehearsal.*
- *Adaptations to the classroom environment.*

We do not withdraw/segregate children from the classroom/lesson, during learning time, to receive intervention from other members of staff. We ensure that each lesson is inclusive for all learners and adapt the learning and environment appropriately to ensure that this is possible. Any intervention a child requires is completed in the classroom (where possible), during learning time.

### Pupil Progress Meetings

Progress and attainment of each pupil in the Academy is discussed during half termly meetings with the class teacher, Headteacher and the Inclusion Leader. Vulnerable pupils are identified and, if necessary, extra provision or interventions are put in place.

### Lesson Observations

These are carried out by the Headteacher and the Inclusion Leader or other senior staff to review the quality of teaching and support in the classroom, ensuring that each teacher is promoting an inclusive learning environment.

### Work Scrutiny

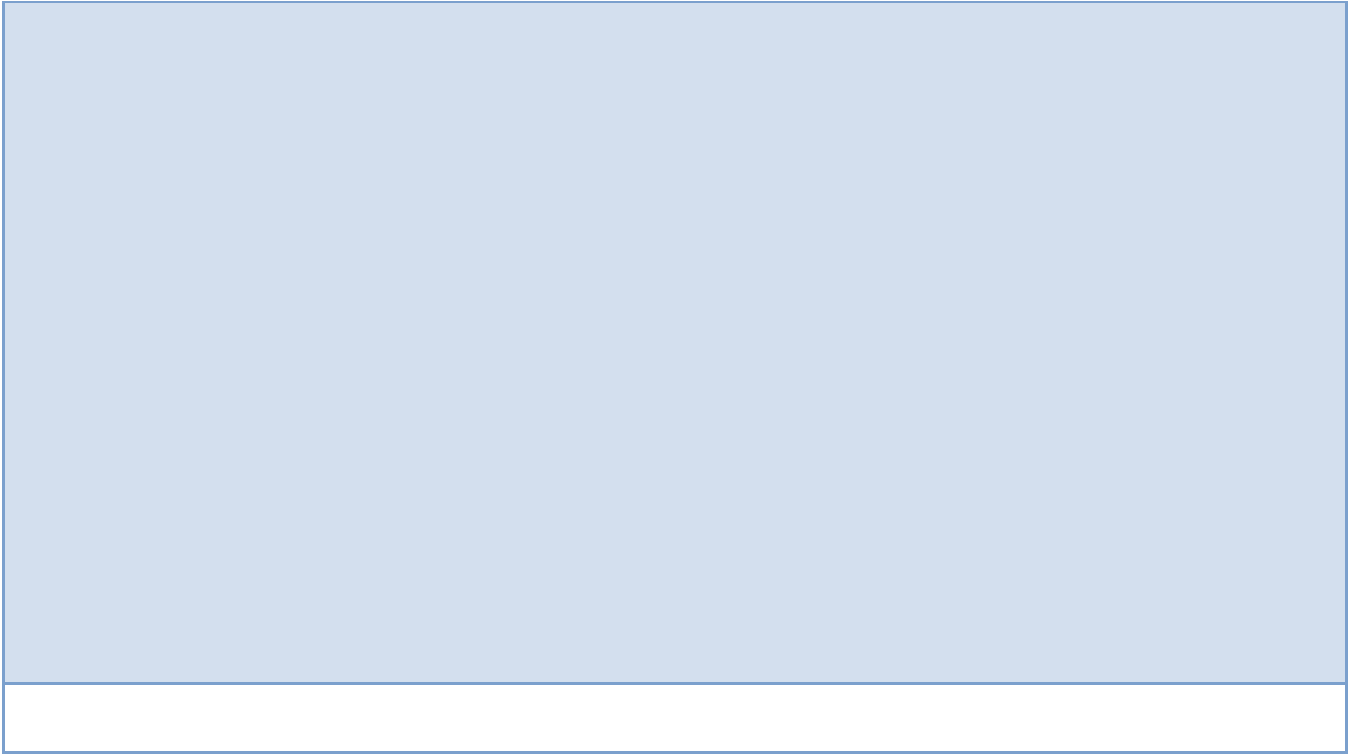
This is carried out by the SLT to ensure pupils are being challenged in the appropriate way, are making progress and misconceptions are being addressed.

### CPD in Inclusion

There is a continual program of staff development in Inclusion strategies to ensure they understand the needs of our pupils on the Inclusion register and how to support them.

### Outside Agencies

Referrals are made to outside agencies if strategies put in place by the Academy are still not enabling the pupil to reach their true potential. Parents are consulted before a referral is made and the outcome of this referral is communicated to parents at their earliest convenience.



## Managing Pupils Needs on the Inclusion register

There is continuous cycle of managing Inclusion throughout the academic year, which is outlined below:

### Assessment

Wave 1 -Data is discussed at pupil progress meetings.

Wave 2- Data is also monitored when appropriate throughout interventions.

Wave 3- Outside agencies when working 1-1 with pupils will also use assessments.

### Planning

Wave 1- The class teacher will plan the curriculum for all pupils in their class.

Wave 2- Teaching assistants will plan interventions weekly.

Wave 3- Outside agencies will recommend support to be put in place for children on the Inclusion register.

### Delivery

Wave 1- Lessons are delivered by the class teacher, supported by teaching assistants.

Wave 2 and 3-Interventions are delivered by teaching assistants, where appropriate, and outcomes are shared with the class teacher and Inclusion leader.

### Reviewing

The provision map is reviewed by the Inclusion Leader every half term in conjunction with teachers, teaching assistants and parents.

Outcomes are reviewed and updated every term on the child's support plan.

Outside agencies will review progress and attainment, as and when necessary.

### Recording

The provision map records support provided and is shared with members of staff half-termly.

Learner profiles record pupil voice and strategies to support that child in the classroom.

Termly outcomes are recorded on a child's Support Plan, which is then shared with the class teacher and parents.



### External agencies

If a pupil is not making sufficient progress, despite support being put in place, it may be necessary to refer them to an outside agency. This will be discussed with the teacher and parents and a referral form will be completed.

### Banded Funding

Mainstream schools will have to fund special educational provision (e.g. teaching assistant support, resources) up to a threshold of £6,000 per year per pupil, from their delegated school budgets. Above this level, local authorities will be expected to provide top-up funding for pupils, via locally determined funding bands. (£6,000 per year equates to around 10 hours of Teaching Assistant support per week.)

### FCAF

The FCAF will be used across our children and adult services and other agencies working with families throughout the city. This assessment will be used to work together to look at the right support for families.

## **Criteria for exiting the Inclusion register**

Progress and attainment of pupils on the Inclusion register is regularly monitored. If it is felt by the class teacher, teaching assistant and Inclusion Lead that a pupil no longer requires additional support above and beyond what is provided in the classroom, it is discussed with the parents at a review meeting. If they agree with the decision, the child is removed from the Inclusion register and placed on the monitoring list. If at a later date, members of staff and parents feel that the child requires the in-depth support again, they will be placed back on the Inclusion register.

If a child is a level 1 or a level 2 on the Sheffield Support Grid, they will no longer need to be on the Inclusion register.

## **Supporting Pupils and Families**

### **LA Local Offer**

Porter Croft Church of England Primary Academy has complied with the LA Local Offer and our provision and SEN support has now been published on the website.

[www.sheffielddirectory.org.uk](http://www.sheffielddirectory.org.uk)

### **SEN Information Report**

As part of the school's statutory requirement to provide information, we have a link on our website to our SEN Information Report.

### **Outside Agencies**

We have established strong links with a number of outside agencies in order to support our pupils and their families these include:

- Early Years Inclusion team
- Learning Support (FUSION)
- Autism Team
- SALT (Lets Verbalise)
- Educational Psychology service
- Ryegate

-CAHMS

-FIS (Family Intervention Service)

### **Admission arrangements**

As Porter Croft is an Academy, the Governing Body is the Admission Authority and responsible for admissions.

### **Exam arrangements**

If extra support is required during external tests, this is decided by the class teacher, Inclusion leader and outside agencies and the pupil is assessed by the Learning Support contact.

## Managing transitions

We recognise that for most pupils, transitioning to a new class/school can be a daunting aspect of their education. At Porter Croft, we ensure that we have procedures in place to enable children to feel as comfortable as possible with their transition to a new stage in their education.

### Transition from nursery into the FS2 class:

There is an extensive program to ensure a smooth transition into FS2.

- Pupils are invited into the Academy twice during the Summer term, before their Autumn term start date.
- The class teacher and teaching assistant visit the pupils in their nursery setting before they start FS2.
- The Inclusion lead attends any transition/annual review meetings during the Summer term, at the pupil's current setting.
- Extra visits and visual aids are set up during the Summer term for parents to use.

### From Year six into secondary school:

Again we have established links with secondary schools to ensure that there is a comprehensive transition program in place.

- Pupil and parent visits to the secondary school with the Inclusion lead.
- Pupil 'experience days' in their new secondary school during the Summer term before they start.
- Teachers from the secondary school visit the children at Porter Croft.
- The Inclusion leader from the secondary school visits the Inclusion leader at Porter Croft for a handover meeting.
- Some secondary schools are now providing additional visits/summer schools for those children on the Inclusion register.

### Transition between classes within the Academy:

We hold a transition week every year in July to support all children with the move to their new class. Many activities take place during this week which include:

- A class swap, where the children spend an afternoon with their new class teacher, before the summer holidays.
- An opportunity for the children on the Inclusion register to meet their new class teacher on a 1:1 basis. This is an opportunity for the children, along with the teacher, to update their learner profile.
- Transition booklets, signs, symbols and photos being provided to **all** children, so that they can familiarise themselves with their new classroom and teacher over the summer holidays.
- A cosy read, whereby the children's new class teacher will read them a story at the beginning of the week to familiarise the children with their new teacher and teaching assistants.

### **What staff do to support the transition process:**

- Pass on Inclusion files to the new teacher.
- Handover information about their current class to their new teacher and receive information about their upcoming class.
- Attend the pupil progress and review meetings of their new class, so that they can familiarise themselves with current data/level of support required of their new children.
- Discuss the transition process with parents at the Summer review meetings to share any concerns or support that needs to be put in place.

## **Supporting pupils at school with medical conditions**

### **Medical Conditions**

Please refer to the Academy's medical policy with reference to the DFE document 'Supporting pupils at school with medical conditions' April 2014.

Pupils at Porter Croft Church of England Primary Academy with medical conditions will be properly supported so that they have full access to education, including school trips and physical education.

## **Monitoring and evaluation of Inclusion**

The quality of provision for all pupils is monitored following the Academy's monitoring cycle. Lessons and interventions are observed and planning and marking are checked regularly to ensure staff are in line with policies and pedagogy.

Inclusive practice is also monitored through the use of observations, book looks and pupil progress meetings to ensure provision is having a positive impact on learning.

Parent and pupil views about provision are shared during review meetings each term.

In light of the evidence gathered from monitoring, the provision map is reviewed every half term and changes are put in place when necessary.

## Training and resources

Inclusion is funded through the General Annual Grant. All staff receive training on supporting children on the Inclusion register with whole school initiatives put into place about strategies and resources to use (i.e. Communicate in Print, Numicon, handwriting and motor skills).

Teaching assistants also receive training on more specific interventions in order to meet the needs of our pupils.

All staff undertake induction when taking up a post and this includes a meeting with the Inclusion lead to explain the systems and structures in place for providing inclusive provision.

The Inclusion lead attends the LA briefings and annual conference in order to keep up to date with SEN issues. They also meet with other Inclusion leads from other local schools each half term to share good practice and information.

## Roles and responsibilities

The role of the Governing body is to ensure that the SEN and Disability reforms are implemented in the Academy. They also need to ensure that the Academy publishes its SEN information on its website and is actively part of the local offer. Information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children and their accessibility plans are also the responsibility of the governing body to ensure this is available.

The Academy has met its legal duties to ensure that a qualified teacher is the Inclusion leader, Miss Rebecca Hocking.

The governors also need to ensure that the Academy has suitable arrangements for consulting with parents and that arrangements are put in place to support pupils with medical conditions.

Teaching assistants are employed to support pupils in class, so that they can experience quality first teaching. They are redeployed throughout the Academy based on need and have no fixed year group. Teaching assistants also run targeted interventions in the afternoon which are fluid according to the needs of our different cohorts. The line manager for teaching assistants is the Inclusion leader.

The designated teacher and child protection liaising officer is Mrs Cath Thomas.

Mrs Cath Thomas is responsible for managing PPG/LAC funding.

Mrs Sarah Moxon is responsible for managing the Academy's responsibility for meeting the medical needs of our pupils.

### **Storing and managing information**

Inclusion documents are kept in a locked cupboard in the Inclusion leader's office. When pupils transfer to another school, a copy is sent of the pupil's records and discussed with the new Inclusion leader.

Information is stored in line with the LA policy.

### **Reviewing the policy**

The Inclusion policy will be reviewed annually.

### **Accessibility**

The Academy, in light of the Equality Act 2010 and the Children and Families Act 2014, has a focus on removing barriers to learning. In practical terms, we endeavour to provide an education that will enable children to develop, learn and participate to achieve the best possible outcomes irrespective of their needs.

We regularly review outcomes, provision and the achievements of our pupils to ensure successful accessibility to our curriculum.

We share information with families in a variety of ways to ensure accessibility (twitter, website, letters, text, meetings, coffee mornings, workshops, assemblies, reviews and parent evenings). We have an open door policy and parents are welcome to speak to staff.

### **Dealing with complaints**

Complaints are dealt with following Academy policy. They are considered informally at first, however, if the parent is still dissatisfied the complaint can become formal in writing. Complaints are investigated by the Headteacher, but if the complaint involves the Headteacher the governing body will step in.

## Bullying

The Academy has an anti-bullying policy in place so that if incidents do occur they are dealt with quickly. However, due to the Academy ethos of 'Together we are Porter Croft' these incidents are few and far between. We work hard to promote the Academy values of tolerance, respect, compassion, forgiveness, humility and justice which create a strong community feel. Behaviour is clearly defined and pupils understand what is acceptable and what is not. If bullying occurs, the Academy will not only sanction the pupil, but also look at the motivation and reasons behind their behaviour in order to offer support for any vulnerable child in our care.

The Academy promotes positive behaviour and celebrates success every week during a good work assembly. We also have an annual anti-bullying week where issues are addressed and discussed throughout both key stages.