



LATCHMERE  
ACADEMY TRUST

## Inclusion Policy

Status	Statutory
Review Cycle	Annual
Date written/ last review	September 2019
Date of next review	September 2020

*NB: Throughout this document Latchmere Academy Trust may be abbreviated to "LAT"*

## **Principles for Inclusion:**

We believe in the principles and practice of inclusion.

“Inclusion is concerned with the learning and participation of *all* students vulnerable to exclusionary pressures, not only those who are categorised as having special educational needs. It is concerned with improving schools for staff as well as for students, fostering mutually sustaining relationships between schools and communities. Inclusion in education is one aspect of inclusion in a society where diversity is not viewed as a problem to overcome but as a rich resource to support the learning of all”

*'Inclusive Schooling - Children with Special Educational Needs' (DfES 2001)*

‘An educationally inclusive school is one in which the teaching and learning achievements, attitudes and wellbeing of every young person matter. Effective schools are educationally inclusive schools.’

*Evaluating Educational Inclusion 2001*

Latchmere Academy Trust promotes the three principles for inclusion by:

1. Setting suitable learning challenges
2. Responding to pupils’ diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The Inclusion Policy takes into account a school’s statutory duties under current equality legislation, up to and including the Equality Act 2010. There is a separate Special Educational Needs and Disability (SEND) policy. Together these two policies replace Latchmere’s Inclusion - a Policy for Special Educational Needs 2013 and the Disability Equality Scheme 2007.

## **ETHOS:**

We strive to provide effective learning opportunities for all pupils, including those with special educational needs or disability, (SEND), within an environment where adults and children are valued equally, encouraged, accepted, and respected for their efforts, achievements and sensitivity to others.

We strive to enable every single child to achieve the 5 outcomes from Every Child Matters, (ECM 2003)

- 1 Be Healthy
- 2 Stay Safe
- 3 Enjoy and Achieve
- 4 Make a Positive Contribution
- 5 Achieve Economic Wellbeing

## RESPONSIBILITIES

Responsible person / Head Teacher: Julie Ritchie

Deputy Headteacher: Carolyn Coles

Inclusion Lead: Lisa Maxted

Pastoral support Co-ordinator: Dympna McNally

Extended School's Manager: Marion Ayres

## AIMS

Through our aims of Learning, Local Community, Laughter, Loyalty, Love and Leadership, we aim to:

- respect the equal human rights of all our pupils, staff and other members of the school community
- continually assess our current school practices and implement all necessary resulting actions in relation to ethnicity, religion or belief, socio – economic background, gender and gender identity, disability, sexual orientation and age.
- encourage all adults and pupils to respect individual differences.
- ensure that all adults and pupils have the opportunity to, and are encouraged to participate in the life and work of the school community.
- promote thoughtful, caring behaviour by respecting all individuals and having a sympathetic understanding of those children having difficulties.
- meet the needs of all pupils who have SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- ensure full entitlement and access for SEND pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- set suitable targets for all children, including gifted, talented and able, (GTA), based on high expectations
- promote social inclusion by educating pupils with SEND, wherever possible, alongside their peers within the normal curriculum, after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- ensure the inclusion of children with disabilities. (*See SEND Policy 2016*)
- stimulate and maintain pupil curiosity, interest and enjoyment in their own education.
- provide the resources and opportunities for SEND pupils to achieve knowledge, skills, and personal attributes that will enable them to become valuable members of society.
- identify and assess pupils with SEND as early and thoroughly as possible.
- fully involve parents and pupils in the identification, assessment and delivery of SEND provision. Strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues.

## **THE INCLUSION TEAM**

The Inclusion Team comprises of a Deputy Head Teacher, the Inclusion Lead, the Designated Teacher for Safeguarding, Specialist Support Teachers and the Pastoral Support Coordinator. These people meet on a weekly basis to discuss individual pupils and their progress together with any inclusion issues which have arisen /may arise.

## **ROLE OF THE INCLUSION TEAM**

The Inclusion Lead, in collaboration with the Head Teacher and governing body, play a key role in determining the strategic development of the Special Educational Needs and Disability (SEND) policy and provision in the school to raise the achievement of all children.

The Inclusion Lead provides related professional guidance to colleagues with the aim of securing high quality teaching for all children, including those with special educational needs and / or disability.

The Inclusion Team, with the support of the Head Teacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of every children's needs, by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvement.

## **ALL STAFF**

All staff are expected to:-

- report any concerns if they are worried about a child
- promote equality and community adhesion
- refer pupils to the Inclusion Team when appropriate
- avoid unlawful discrimination against anyone
- foster good relationships between groups
- adhere to the school's Behaviour and Anti –Bullying Policies
- deal with all prejudice – related and bullying incidents
- deal with and report prejudice-related incidents

## **PARTNERSHIP WITH PARENTS / CARERS**

Education is valued as a partnership between school and home. This relationship has a crucial bearing on the child's progress and the effectiveness of any school based action. Parents are able to give the school key information about their child and they play an active and vital role in their child's education.

It is expected that all parents will:

- ensure their children attend school every day
- advise the school about their child's absence
- inform the school if their child has any specific or special needs
- regularly attend consultation meetings with the class teacher, (and SENCo where relevant)

- keep the school informed of relevant contact with other support specialists
- provide the school with copies of relevant reports from support specialists
- advise the school of any developments at home that could affect the child's well-being or achievements
- take every opportunity to encourage their children to develop skills and knowledge in all areas of development

## **ACCESS**

The main buildings are single-storey and all year group classrooms are suitable for children with physical disabilities. The Latchmere Academy Trust have designated areas for delivery that are accessible to most people. If the need arises for specific arrangements these can be made for the need or disability in consultation with all partners.

Every effort is made to meet the needs of disabled pupils. There are toilets for disabled people as well as access to a shower.

All staff working in the year group of a child with a disability are given relevant information by the Inclusion Lead.

(See separate Access Policy)

## **RESOURCES**

The delegated budget includes funds to support SEN children. In addition, the Trust receives funding through the Pupil Premium Grant, (PPG), for children who receive free school meals, (FSM), who are Looked After, (CLA), or who have a parent employed by the Ministry of Defence, (MOD).

The PPG is utilised in a variety of ways to benefit not only those named, but all children:-

- Inclusion Team based in The Sky View Suite (TSVS)
- Curriculum support – basic skills based
- Curriculum resource packs sent to parents and children to nurture interest about themes
- Resource boxes in school for specific curriculum days
- One-to-one tuition
- Additional support in lessons
- EAL support for children and parents
- On site counsellor for children and families
- Nurture groups
- Social skill groups
- Lego therapy
- ASD support
- Educational Psychology support
- Speech & Language Therapy support
- Occupational Therapy support

- School trips and journeys
- School uniform
- Homework Club
- Booster groups for Year 6 (early start)
- Wrap Around Care
- Clubs (lunchtime and after school) e.g. computer, football

### **TOPAZ PROVISION – *within Latchmere School***

Little Topaz is an Early Years Foundation Stage and Key Stage 1 provision for up to 6 children. Topaz is a Key Stage 2 Provision for up to 8 pupils. All of whom have high functioning autism, without aggressive behaviours. Places are allocated by the Local Authority through EHCPs. The Inclusion Lead has a high level of input into the running and management of Topaz.

### **ACCESS TO THE CURRICULUM**

All children are entitled to a broad, balanced and relevant curriculum. To ensure this, the school uses a range of teaching strategies and approaches including:

- Differentiated planning and delivery
- Strategies to suit different learning styles
- ICT to enable or widen access to learning.
- Small – group teaching
- A multi-sensory approach, visual, auditory, physical
- Makaton signing
- Makaton visual cues and symbols throughout the school
- Occupational Therapy
- Accelerated learning techniques
- Circle Times
- Nurture groups
- Jump Ahead
- Speech Link
- School Start Language and Sound Awareness programmes
- Specific Literacy and Numeracy support
- Time to Talk
- Talkabout
- Differentiated and multisensory resources
- A variety of teaching situations including one to one, small group, Resilience, Nurture Group and whole class teaching

Pupils may have additional support from the Pastoral Support Co-ordinator for emotional and behavioural needs.

The curriculum is reviewed regularly to ensure that it is relevant to the children's needs, both present and future and that it is perceived as such by the children themselves and their

parents. As appropriate, teaching staff seek advice from the Inclusion Lead and outside agencies.

Care is taken to ensure that, whenever possible, children in withdrawal groups do not miss curriculum subjects or topics which particularly interest them.

## **EXTERNAL SUPPORT SERVICES**

There is liaison and exchange of information between the school and professionals employed within Children's Services.

- SPA, (Single Point of Access)
- Achieving for Children
- Community Health Authority
- School Health
- The Service for Visually Impaired
- The Service for Hearing Impaired Children
- The Service for Language Impaired Children
- Speech and Language Therapy Service
- Occupational Therapy Service
- Portage
- Pupil Support Service
- The Educational Psychology Service
- Family and Child Team, (FACT)
- Family Advice and Support Service, (FASS)
- CAMHS (Child and Adolescent Mental Health Services)
- Safeguarding
- Children Looked After (CLA) team
- Post adoption services
- Children's Social Care
- Parent Partnership
- Educational Welfare Service
- Children's Services

## **LINKS WITH OTHER SCHOOLS**

When children move to other schools their records are transferred; all children move on to local secondary schools at the end of Year 6. We recognise that this transition can be difficult for some children, particularly for those with SEND or who are Looked After. For this reason we ensure that:

- the Inclusion Lead visits LAC or children with SEND and liaises with staff in their current setting prior to their transferring to Latchmere.
- LAC or children with SEND transferring to Latchmere have the opportunity to visit and meet staff at a quiet time.
- The Trust's Inclusion Lead attends the Local Authority Transfer Day in the Summer term.

- the class teacher / Inclusion Lead meet with appropriate colleagues in secondary schools to discuss individual pupils' needs.
- where relevant, communication profiles are passed to receiving schools.
- when a pupil has an Education and Health Care Plan, the INCLUSION LEAD from the receiving school is invited to the Year 6 Annual Review.
- children with SEND may have an opportunity to visit their new secondary school more frequently than their peers if it is felt necessary.
- comprehensive records are made available to the receiving school staff.

Where a child has a dual placement with a special school, the Inclusion Lead will liaise with the special school and attend reviews as appropriate.

### **ARRANGEMENTS FOR TREATMENT OF COMPLAINTS**

Initially all concerns and complaints should be channeled through the class teacher who will speak to the BPM/year group/key stage lead then liaise with and refer to the Inclusion Leader, Inclusion Lead and Head Teacher where necessary. Thereafter there may be informal discussion with, the Inclusion Lead and the Head Teacher as the responsible person.

If the situation is not resolved, the parents make a formal complaint in writing first to the Head Teacher, if still not satisfied, then to governing body.

If the above procedures fail to allay concerns, there is a parent partnership officer and a formal complaints procedure, details of which can be obtained through the Schools Section of the Local Authority's Children's Services, Achieving for Children.

(See separate Complaints Policy)