

Priors Hall – a learning community

Inclusion Policy

2021 - 2022



'Ready for Learning, Ready for Life'



Curiosity



Kindness



Resilience



Respect

Adopted: September 2021

Review Date: July 2022

Inclusion mission statement

Every child at Priors Hall – a learning community has the right to a full and outstanding education. We believe that all children can succeed and reach their full potential, in line with their individual needs and abilities. We value the importance of a nurturing environment where the children feel supported but also gain independence whilst on their learning journey. At Priors Hall, we aim to fully understand the specific needs of our children by continually reflecting on best practice and the provision that facilitates their progress.

Aims of the inclusion policy

This policy aims to raise awareness and support planning, organisation, teaching and assessment across the school, as well as the use of resources and strategies to meet the needs of vulnerable children. This policy also aims to raise pupils' achievements and aspirations through effective and appropriate support, tailored to meet individual needs. Our three key aims of the policy are to ensure:

1. Equality

To be proactive in removing barriers that stand in the way of our SEND, EAL and PP children's learning and success.

2. Diversity

To meet our responsibilities to SEND, EAL and PP children by ensuring access to a broad and balanced curriculum that encourages inclusion, provides cultural capital and sets aspirations for their educational potential.

3. Belonging and cohesion

To provide our SEND, EAL and PP pupils and families with a safe, welcoming, nurturing environment where they feel part of the process in setting and reviewing progress for their child.

Objectives of the inclusion policy

1. To assist all SEND, EAL, PP children to become confident, effective learners within their own goals.
2. To assist and support all SEND, EAL, PP children in their individual learning journeys.
3. To develop staff knowledge and expertise to ensure that all SEND, EAL, PP children attain levels of achievement appropriate to their intellectual abilities.
4. To develop rigorous monitoring, evaluating and review systems by class teachers and senior leaders.

Special Educational Needs and Disability (SEND)

Provision to meet the need of children with SEND:

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children need educational provision that is additional to and different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

SEND at Priors Hall – a learning community.

At our school, there are approximately 10% of pupils with a SEND at varying levels of need and in the four main areas of SEND – Social, Emotional and Mental Health, Communication and Interaction, Physical and Sensory, Cognition and Learning. The SENDCO takes responsibility for ensuring specific and targeted programmes of study are accessible to all pupils. The SENDCO works closely with and reports to the Inclusion Lead who is a member of the Senior Leadership Team. Inclusion at Priors Hall begins with Quality First Teaching (QFT) for all pupils.

Quality First Teaching

This is the teaching all children will receive from his/her class teacher and may include some minor adaptations to match specific learning needs and support some interventions aimed at narrowing the gap between identified children and their peers. It also includes ensuring that all teachers are aware of how to match these learning needs, through good communication and training systems.

What is Quality First Teaching?

Quality first teaching is the planning and implementation of inclusive teaching. It is teaching which meets the needs of all pupils and builds in high expectations and aspirations for all pupils, including those with SEND. The day-to-day interactions that take place in the classroom and the knowledge teachers have about each of their pupils, allows for different pedagogical approaches that engage and motivate pupils.

Good Quality First Teaching includes regular assessment of knowledge acquisition in various forms. If a class teacher recognises that a child is not making progress or accessing the programme of study on offer with Quality First Teaching support and modifications, a short-term intervention will be put in place.

Short-term intervention

It may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to children's learning. Intervention will be specifically tailored to target the child's needs and will be designed, set up and run by the class teacher with specific focus as to the apparent obstacles to a child's learning for a period of six weeks.

This takes the form of a graduated four-part approach of :

- a) **Assessing** a child's needs
- b) **Planning** the most effective and appropriate intervention
- c) **Providing** this intervention and
- d) **Reviewing** the impact on the child's progress towards individual learning outcomes.

At the end of the six-week intervention, a review will be carried out by the class teacher. The review will investigate whether the learning outcomes match the intended outcomes or show progress towards doing so. If progress is apparent, the intervention will continue for a full twelve-week period; if objectives have been met, it will conclude or alternative focus will take its place as best suits the needs of the child. When progress is not apparent, the class teacher will seek support from the SENDCo to adjust, rebuild or restructure the intervention to facilitate progress, reduce or remove obstacles, to learning and or the desired intervention outcome. The SENDCo, class teachers and parents/carers will communicate regularly to assess the impact of these interventions and set out what the next steps should be for children involved.

Many obstacles to learning can be overcome with specific and targeted support lead by a child's class teacher. It is important that support for children beings here. Should the short-term intervention not begin to remove or reduce obstacles it may be necessary to gather further evidence from a variety of screening assessments or to enlist the services of external professionals, such as occupational therapists, physiotherapists, educational psychologists, or other services provided by the Local Authority.

Inclusion Passports

Children who require support beyond the remit of Quality First Teaching, such as the intervention programme detailed above will have an Inclusion Passport. This will be created by the class teacher under the guidance of the SENDCo and Inclusion Lead using an online provision mapping software, detailing the specific support and/or intervention in place. The Inclusion Passport will be shared with parents/carers and children, who will all be an important part of the review process detailed above. Inclusion Passports are working documents, as the learning focus or target changes as intervention is assessed and reviewed so too does the passport. Once in place, it works to suit the specific needs of the child and so there is not a time period requirement. All adults who work with the child will have access to the Inclusion Passport to ensure that the specific strategies or learning focus are known and continuity is maintained.

Inclusion Passports will be reviewed by the class teacher and child half-termly (or as near to this as possible dependent upon start date) to ensure that the most current strategies and or intervention is in place enhancing the child's learning experience. Although communication will be open and regular, the Inclusion Passport will be reviewed with parents/carers each term or when the passport is brought to an end.

Higher Needs Funding (HNF) or Education Health Care Plan (EHCP)

For those children requiring further SEND support, referrals will be made to specific services. For a very small number of pupils, access to these specialists may lead to an application for Higher Needs Funding (HNF) and / or a Request for Statutory Assessment (RSA). This in turn may lead to a child having an Education, Health Care Plan (EHCP.) These children will be closely monitored by the Inclusion Lead, SENDCo, class teacher, relevant support staff and external professionals to ensure that the provision on offer meets the individual needs of children.

Children with an EHCP will have annual views, which will be held as set out by the Local Of f er. These will give parents a chance to be part of the review process, be made aware of progress made on the EHCP targets and how future support may be used to move the child forward.

Reasonable adjustments

Priors Hall - a learning Community aim to ensure reasonable adjustments are made in all classroom settings, through planning and teaching that ensures SEND children have access to learning which does not put them at a disadvantage to their peers.

'Reasonable adjustments are positive steps that a school must make so SEND pupils can participate in their education, access and enjoy facilities the school offers. Schools have a duty to make reasonable adjustments so that disabled and SEND pupils are not at a substantial disadvantage compared to non-disabled/ non-SEN pupils.' - **SEN Code of Practice**

Assessment

Formative assessment is at the heart of assessment for children with identified special needs or disabilities in the same way as it is for all other children. An additional small step assessment tool will be used to track progress, if a child is working within a different curriculum year or making small steps of progress. The information gathered will then be used to inform planning and support clear next steps for each child. Modifications will be made by teachers to ensure suitable resources and questioning; talk, marking and feedback, provided are all suitable for children, depending on their specific needs.

SEND specific assessments may be carried out where appropriate to identify further areas of need. These will be assessments within the 4 areas of SEND. (Boxall analysis, Lucid Rapid, SEND checklists, speech sounds etc.)

With parental consent, external agencies may be requested to carry out further investigation of a specific area of need. These agencies may carry out assessments of their own. This does not include the full screening for dyslexia diagnosis.

Planning, monitoring and evaluation

Teachers' planning should be annotated to meet the needs of all vulnerable children, including SEND children, with a specific area to focus support. This is shared with all additional adults in the room.

Staff regularly observe, assess and record information about pupils' development that is specific to the child's individual SEND need. This should be recorded on planning to inform summative assessment. SEND pupils will not have an additional book for recording observations or intervention work, where possible all learning should be recorded within the appropriate subject based exercise books.

Where appropriate, SEND interventions are set up and reviewed every half term by the class teacher and then shared with the SENDCo.

Teaching strategies and pedagogical approaches

At Priors Hall, all children identified as belonging to a vulnerable group are highlighted on weekly planning or whole class feedback sheets. Beside these children's names, there should be clear personalised learning for each child or annotations (where appropriate) with regards to specific support required/provided to meet or exceed age related expectations.

Planning is shared with all teaching and support staff, allowing SEND children to be supported by a range of adults. Their progress is reviewed at the end of each lesson, following children's self-assessment. Class teachers will then update focus/targets on individual Inclusion Passports as appropriate to the progress made.

In the case of a care plan, the work will focus on the EHCP outcomes, reflecting inclusive practice wherever possible, with links to the curriculum and topic aimed at an appropriate level for the learner.

The SEND Code of Practice states that where a pupil is identified as having a special educational need, schools should take action to remove barriers to learning and put effective special educational provision in place. This should be reviewed regularly to revisit, refine and revise strategies and plans to meet the needs of these pupils.

Parental/Community involvement

At Priors Hall we encourage parental and community involvement by:

- Having regular contact with parents and carers over the academic year to discuss progress and attainment with both the class teacher and SENDCo. This will include opportunities such as parents evening and annual reports.
- Publishing a termly newsletter, in which workshops, information evenings and stay and learn sessions are available.
- Providing opportunities for parents and carers with SEND children to share their views on the support offered.
- Sharing relevant paperwork for SEND children with their parents and carers, including providing copies of Inclusion Passports
- Sharing transition plans (where possible) with parents, carers and children to give opportunities to meet with and talk to new staff.

English as an Additional Language (EAL)

Context of Priors Hall – a learning community.

At our school, there are approximately 23 languages spoken in the family home (not including dialects).

On entry to the school, information is gathered about:

1. Pupils' linguistic background and competence in other language/s
2. Pupils' previous educational experience
3. Pupils' family and biographical background
4. Pupils' are base line assessed within two weeks of entry with a standardised baseline assessment.

The Inclusion Lead is responsible for EAL.

Key Principles of Additional Language Acquisition

EAL pupils are entitled to the full National Curriculum programme of study and all staff have a responsibility for teaching all levels of English, as well as other subject content, to EAL pupils.

Access to learning requires attention to words and meanings embodied in each curriculum area. Meanings and understanding cannot be assumed but must be made explicit through teaching key knowledge and vocabulary.

Language is central to our identity. Therefore, the home language of all pupils and staff should be recognised and valued. Pupils should be encouraged to maintain their home language and culture, as well as understanding British society and traditions.

Although many pupils acquire the ability to communicate on a day-to-day basis in English quite quickly, the level of language needed for academic study is much deeper and more detailed and can require continuing support for up to ten years.

Language develops best when used in purposeful contexts across the curriculum. The language demands of learning tasks need to be identified and included in planning. Teaching and support staff play a crucial role in modelling used of language. Knowledge and skills developed in learning the first language aid the acquisition of additional languages. A clear distinction should be made between EAL and SEND.

The 5 Stage Model for Language Acquisition

At Priors Hall, we acknowledge that there are 5 main stages to language acquisition for EAL learners based on the Bell Foundation's research.

Stage 1 – New to English

A child may:

- Show emerging competence in basic oral expression.
- Be able to engage in highly scaffolded listening activities, learning basic classroom language and linking sounds to meaning.
- Show little (or no knowledge) of written English and be taking their first steps to engage with written and digital texts.
- Attempting to write basic words and phrases in English.

Stage 2 – Early Acquisition

A child may:

- Be able to demonstrate an emerging ability to respond verbally in interactions with others.
- Demonstrate an emerging ability to understand and respond verbally in interactions with others based on their understanding of the context.
- Start to make sense of written text at word and phrases/sentence level, using visual information to help decipher meaning.
- Demonstrate basic skills of spelling and sentence construction.

Stage 3 – Developing Competence

A child may:

- Be able to demonstrate an emerging competence in spontaneous expression and communication.
- Have developed more independence in the use of the basic listening skills needed to engage with learning.

- Draw on growing knowledge of vocabulary and grammar to engage with curriculum related tasks and texts.
- Demonstrate competence in independent use of vocabulary and construction of simple sentences.

Stage 4 – Competent

A child may:

- Demonstrate competence in producing more varied and complex speech in a wider range of contexts.
- Apply listening skills over an increasing range of contexts and functions.
- Work within written language, alongside accompanying visual and aural material, in response to curriculum tasks.
- Demonstrate competence in independent use of diverse vocabulary, sentences and genres with increased accuracy and fluency.

Stage 5 – Fluent

A child may:

- Demonstrate consistent competence in the fluent and creative use of English.
- Show the ability to understand and respond to spoken communication in classroom and school contexts with little or no hindrance.
- Engage with curriculum-related reading activities independently and productively in different subject areas.
- Demonstrate enhanced ability in writing with greater accuracy and fluency for a variety of purposes, mostly at age-expected level.

Assessment

When EAL children arrive at Priors Hall, their initial linguistic abilities are assessed formatively by teachers and support staff. Should there be a language barrier present, staff should pass their concerns on to the Inclusion Lead in order to ensure support is available for the child and class teacher.

Assessment methods are checked for cultural bias which may cause results to be inaccurate and action is taken to remove any that is identified.

Consideration and sensitivity is given to the appropriateness of testing EAL pupils at the earlier stages of English acquisition.

Planning, monitoring and evaluation

Teacher's planning should be annotated to meet the needs of all vulnerable children, including EAL children, with a specific area to focus support. This is shared with all additional adults in the room.

Staff regularly observe, assess and record information about pupils' developing use of language, which is reflected in future planning and assessment. This should be recorded on planning to inform summative assessment.

Where appropriate, EAL interventions are set up and reviewed every half term by the class teacher and relevant support staff.

Teaching strategies and pedagogical approaches.

At Priors Hall, all children identified as belonging to a vulnerable group are highlighted on weekly planning and reviews. Beside these children's names, there should be a clear target or focus for the session, which is personalised for each child. Planning is shared with all teaching and support staff, allowing EAL and vulnerable group children to be supported by a range of adults. The lesson is reviewed at the end of each lesson, following children's self-assessment, and teachers update individual targets accordingly.

Vocabulary and language rich environments are also encouraged across the school to allow all children the opportunity of expanding their language. New language and vocabulary should be evident in teachers' planning and differentiated for EAL learners, through the use of visual prompts, accordingly. Visual prompts to new vocabulary may be required when a child is at an early stage of language acquisition.

Where appropriate children who are bilingual and competent in English and their native language may be asked to translate for emerging English speaking children.

EAL children with SEND or who are 'more able'.

We recognise that intelligence is not measure in the ability to speak English fluently. Should SEND be identified, EAL pupils have equal access to SEND support co-ordinated by the SENDCo.

EAL pupils identified as being 'more able' also have equal access to the school's provision, regardless of linguistic ability.

Parental/Community involvement

At Priors Hall we encourage parental and community involvement by:

- Providing a welcoming environment for newly arrived pupils and their families/carers.
- Utilising competent bilingual children to support newly arrived children and families.
- Identifying and celebrating the linguistic, cultural and religious background of pupils and establish contact with the wider community within our school.
- Recognise and encourage the use of first language for developing positive links between school and home.
- Support parents, so they can help their children at home.

Pupil Premium (PP)

Context of Priors Hall – a learning community.

At our school, there are approximately 10% of children are eligible for Pupil Premium funding.

When a child becomes eligible for Pupil Premium funding, the following points are considered:

1. A child's academic attainment throughout their school journey.
2. Additional social, emotional and mental health needs the child may require.
3. Opportunities for enrichment and learning beyond the classroom.
4. A child's overall attendance.

The Inclusion Lead is responsible for Pupil Premium.

Key Principles of Pupil Premium funding

Pupil Premium funding enables schools across the UK to close the attainment gap between disadvantaged children and their peers. Research suggests that a gap in attainment between disadvantaged and advantaged children is a common trend across the UK.

It is clear that schools can make a difference in ensuring all children reach their true potential. Through a tiered approach of teaching, targeted academic support and wider strategies, schools can address the attainment gap, using up-to-date evidence and research as detailed further within our PP Strategy Documentation.

Closing the gap

At Priors Hall, we acknowledge that there is a gap in attainment between Pupil Premium learners and non-Pupil Premium learners, so have adopted five key areas upon which we focus to narrow the gap:

1. Phonics and reading

We firmly believe that phonics and reading are at the heart of enabling children to become curious, competent and confident learners. Research shows that the amount of vocabulary known by a child can impact on their future learning, and even contribute to their future life chances, meaning that learning environments, planning and the curriculum offer is key to enabling children to develop their linguistic skills.

2. Behaviour for learning

At Priors Hall, we believe that behaviour for learning is key in order to enable all children the opportunity to reach their true potential. For children falling into identified groups, behaviour can sometimes be challenging and therefore it is important to have a consistent and unified approach towards behaviour, based on mutual respect, to allow all children the best opportunity to learn.

3. Staff CPD

By ensuring that teachers are well-prepared and current in their practice, we can provide a high-quality education, which is tailored (where appropriate) to the needs of specific children. Consistent approaches to delivering core subjects allows children to build on prior knowledge. Effective feedback, both written and verbal, allows all children to understand their next steps and take ownership of their learning. This has impacted on our whole school approach to providing feedback to all children.

4. Enrichment opportunities

Ensuring all children have equal access to enrichment opportunities allows children coming from vulnerable families the opportunity to have the same shared life experiences as their peers. This not only allows for children to develop their wider knowledge of the world but also enables them to apply real-life experiences to their own learning.

Enrichment can also be in the form of after school extra-curricular activities, which can have a positive impact on children's mental health, wellbeing and self-esteem.

5. Family support

Family support is fundamental to supporting children from vulnerable families, as often the family's situation may impact on the child directly. By working alongside families offering support and advice, we can ensure that children's needs are met. By liaising with external services such as community paediatricians, community nurses, social services and any other appropriate organisation, we can ensure that our support is not just limited to the classroom and school hours.

Assessment, planning and monitoring.

Both summative and formative assessment is used to track the progress of Pupil Premium children. Termly summative assessments are used to indicate progress being made by Pupil Premium children and what is needed to further support them in their learning.

Where appropriate, out of class interventions are set up and reviewed every half term alongside the class teacher and mapped using 'Provision Map' software. Provision Map will be used to review and assess the effectiveness of the intervention and will be accessible and reviewed by the Inclusion Lead, who will share with SLT.

Teacher's planning should be annotated to meet the needs of all identified children, including Pupil Premium children, with a specific area to focus support. This is shared with all additional adults in the room. Formative assessment made by teachers is regularly reviewed by the Assessment Lead and fed back to SLT.

Teaching strategies and pedagogical approaches.

At Priors Hall, all children identified as belonging to a vulnerable group are highlighted on weekly planning and reviews. Beside these children's names, there should be a clear target or focus for the session, which is personalised for each child. Planning is shared with all teaching and support staff, allowing Pupil Premium children to be supported by a range of adults. Progress is reviewed at the end of each lesson, following children's self-assessment, and teachers update individual targets accordingly.

Vocabulary and language rich environments are also encouraged across the school to allow all children the opportunity of expanding their linguistic knowledge. Alongside this, the promotion of reading and early phonics is made clear to all children.

Pupil Premium children with SEND or who are 'more able'.

Should SEND be identified, Pupil Premium children have equal access to SEND support co-ordinated by the SENDCo. This support may differ from that offered under Pupil Premium but will be tailored to the specific needs of each child.

Pupil Premium pupils identified as being 'more able' also have equal access to the school's provision and will be stretched in order to meet their true potential.

Parental/Community involvement

At Priors Hall we encourage parental and community involvement by:

- Providing a welcoming and safe environment for vulnerable families.
- Utilising our Family Support Worker to ensure that the wider needs of children and families are met.
- Being proactive in offering support and advice to vulnerable families where necessary.
- Involving parents in their child's learning and ensuring that they understand what their child's next steps are.
- Having an open door policy to allow parents to come into school and seek support when needed.

Safeguarding Statement

Safeguarding is everybody's business. Priors Hall — a Learning Community has an unwavering commitment to safeguarding to ensure that: all our children and young people are safe and feel safe; that children, parents/carers and staff are able to talk about any safeguarding concerns and feel assured that they will be listened to; and that all staff and volunteers are aware of and implement safeguarding procedures and guidance, including what to do if they suspect a child or young person may be experiencing, or be at risk of harm. In essence, we instil a culture of vigilance.

All concerns should be given to our school Designated Safeguarding Leads: **Ben Lynch (DSL), Tess McQuade (Headteacher and DDSL), Justin Pye (KS2 Lead and DDSL), Charlotte Brazier (EY/KS1 Lead and DDSL), Jacqueline White (Inclusion Lead and DDSL), Alex Crawford (Nursery Lead Teacher and DDSL) and Jenna Smith (DDSL).**

- In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must report this immediately to the DSL or to a member of the Safeguarding Team who will make a referral directly to Northamptonshire Multi-Agency Safeguarding Hub (MASH) on **0300 126 7000**.

- If a child or other person is at immediate risk of harm, the first response should always be to call the police on **999**. This policy applies to all adults, including volunteers, working in or on behalf of Priors Hall – a Learning Community.
- If a concern is in relation to a member of staff at Priors Hall (who is not the Headteacher), please contact Tess McQuade on **01536 216090** ext **303** to report this concern. If a concern is in relation to the Headteacher, please contact the Chair of Governor (Sue Gardner) via email on sgardner@ftl.co.uk or IFTL Safeguarding Lead (Kim Kemp) via email on kimkemp@ftl.co.uk.