

Stepgates Community School



Inclusion Policy

Mission Statement

At Stepgates Community School everyone has the opportunity to learn and grow together, as independent, enthusiastic and confident learners in an inclusive, creative, safe, healthy environment.

This policy is based on our Mission Statement and Aims for our school.

Introduction

At Stepgates Community School, we aim to be a fully inclusive school. 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, men and women
- children from our Specialist Centre for Speech, Language and Communication Needs (SLCN)
- 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 and disabilities (SEND)
- learners who are disabled
- those who are gifted and talented
- those who are looked after by the local authority
- others such as those who are sick; those who are young carers; those who are in families under stress
- any learners who are at risk of disaffection and exclusion

Inclusion Principles

Staff at Stepgates Community School value children of different abilities and support inclusion. Within the school, staff and children will be constantly involved in the best ways to support all children's needs. There is flexibility in approach in order to find the best provision for each child.

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 children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our youngest children, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many children, 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 Stepgates Community School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

We recognise the importance of modelling inclusion in our staffing policies, relationships with parents/carers and the wider community.

Aims of this Policy

Through this policy we aim to:

- promote a whole school commitment to the inclusion of all children in the academic and social opportunities offered at Stepgates Community School;
- plan and work together to meet the changing needs of all our children effectively and ensure all staff are informed of their individual needs;
- share experience between our Specialist Centre for children with Speech, Language and Communication Needs (SLCN) and other staff to further develop effective strategies for children's inclusion;
- continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- provide full access to the curriculum through differentiated planning by class teachers, SENDCO, and support staff as appropriate;
- encourage parental support and participation in the development of children's inclusion and integration throughout school;
- ensure our inclusive provision is positively valued and accessed by staff, governors, parents/carers, children and the wider community.

Relationship to other documents and policies

- Admissions Policy
- Curriculum Policy
- Disability Action Plan
- Equalities Policy and Scheme
- Learning and Teaching Policy
- More Able, Gifted and Talented Policy
- PSHE Policy
- Self-Evaluation Policy
- Special Educational Needs & Disabilities (SEND) Policy

Admission arrangements

All children are admitted to Stepgates Community School by the Local Authority according to the latest admissions criteria as detailed in our Admissions Policy. Admission to the Specialist Centre is usually into either Reception Class (infant provision) or Year 3 class (junior provision). Places are allocated by the Local Authority SEND Panels according to their current entry criteria.

The school makes provision for children with learning difficulties, communication problems and emotional and behavioural difficulties, and where the constraints of the building allow, physical disabilities and sensory impairments. Successful inclusion is ensured by close liaison with parents and professionals in order to ascertain and meet individual need.

Prior to admission, it is the school's policy to contact the previous school and relevant outside agencies to obtain as much information as possible so as to successfully integrate all children into a supportive environment. Parents/carers of children with a Statement of SEND or an Educational Health Care Plan or if either of these documents are pending, will be invited to discuss the provision that can be made to meet their identified needs.

Admission to our Reception Class is initially on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs.

Induction visits

All children are invited to visit their class teacher and their class before they begin school. At this visit the children will be given any information that they need to prepare for their first day. This may include any special arrangements that need to be made to accommodate the child's needs. Children starting in the Reception Class have a comprehensive induction to the school that includes visits to the child in their nursery setting, and discussions with setting staff and the child's parents/carers to ensure that we are aware of any particular needs the child may have on starting school. Parents of all children starting in our Reception Class have the option of having a home visit prior to their child starting school. The purpose of this is to meet the child in a familiar environment and to give the parents time to share their child's needs in more detail.

School Provision

Access to the Environment (see also Disability Action Plan)

Stepgates Community School is a single site school, built mainly on one level with stairs from ground floor to first floor. Entrance to the building is through the main lobby, which is level and therefore suitable for wheelchair access. Classrooms are accessed by corridors from which there is also wheelchair access.

There are currently no shower facilities. There is currently one wheelchair accessible toilet for children or adults in the main entrance.

There are good lighting and safety arrangements (for example, markings on steps) for all visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, quiet areas).

All classrooms in the Early Years Foundation Stage, Year 1, and the Specialist Centre classrooms have access to the outside learning area via a slope with handrails at two heights.

Children requiring equipment due to a specific impairment will be assessed in order to gain the support that they require.

Our Specialist Speech and Language Centre is located on the ground floor and is accessible to all children, via the infant shared area.

Access to learning and the curriculum

The school will provide all children with access to a balanced and broadly based curriculum, and National Curriculum programmes of study that are flexible enough to meet every child's needs.

Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.

Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage collaborative learning and promote independence.

Schemes of work and policies for each area of the curriculum are in place and provide for differentiation to include appropriate learning outcomes for all pupils. Each policy is linked to this policy and subject leaders should consider detailing any specific access requirements to that curriculum area for pupils identified with additional needs.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.

Where appropriate children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT.

The school will ensure that the hidden curriculum and extra curricular activities are barrier free and do not exclude any pupils.

We encourage the inclusion of all children in the School Council and other consultation groups. We also have regular Circle Time throughout the school to encourage all children to share opinions and concerns.

We include all children in their own target setting and encourage and support them to take an active part in their learning reviews, through preparation, and making the information itself accessible and unthreatening.

Incorporating disability issues into the curriculum

The PSHE curriculum includes issues of disability, difference and valuing diversity. Advice will be sought from disabled persons' organisations on appropriate resources. (Disabled adults are welcomed into school, as we believe it is important to have role models, and we welcome disabled persons to join our governing body.)

The library resources are regularly reviewed to ensure they include books that reflect the range of special educational needs issues and come from a disability equality perspective. Priority is

given to the ordering of books with positive images and a positive portrayal of disability as they become available.

We recognise the importance of increasing awareness of signing as a language and means of communication. Regular opportunities to teach the children Makaton signing e.g. for signed singing, and the use of symbols on displays and around the class are optimised. We run sessions on Makaton for children, staff and parents to learn basic signs.

We endeavour to provide positive images of disabled children and adults in displays, resources etc.

We aim to make optimum use of Circle Time sessions for raising issues of language and other disability equality issues.

Access to Information

We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/peer support/extra adult support.

We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing or use of ICT.

We use a range of assessment procedures within lessons (recording, role-play and drama, drawing and technological devices where appropriate) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Working with disabled parents/carers

We recognise that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings at times and places that are accessible to all. When a child starts at the school we ask the parents/carers about their access needs.

Disability equality and trips or out of school activities

We make all trips inclusive by planning in advance, identifying specific needs and using accessible places. We aim to take all children on at least one residential visit during their time at Stepgates. We provide additional adult support for individual children as required.

All children are welcome at our after school activities and we try to rearrange SEND transport as necessary.

Identification and provision arrangements

The school maintains a list of children from identified groups which may require additional support. Staff are given information about these children and the nature of their needs at the beginning of the year, and then throughout the year as appropriate. Progress and provision for all identified children is reviewed on a termly basis. Within each class, teaching and learning styles and organisation will be flexible to provide effective learning for all children. Grouping to support children identified with additional needs will be part of this process.

Identified focus groups may include:

- **Children with Special Educational Needs and Disabilities (See SEND Policy)**
- **Children in our Specialist SLCN Centre**

Children who have been allocated a place in the Specialist Centre have been allocated this type of specialist provision so that they have access to:

- on-site Speech and Language Therapy;
- specialist Language Teaching;
- good language models from their peers;
- the full National Curriculum.

It is important that the children receive all of these entitlements while they are with us. The Centre provides the Speech and Language provision, the specialist language teaching and maths teaching as required, the rest is the responsibility of the wider school community. Access to good language models and the National Curriculum is fundamental to their development and achievement at Stepgates.

Therefore we will:

- support the inclusion of all children into the mainstream classes, with support according to the individual need and ability of each pupil;
- provide full inclusion for all pupils in the National Curriculum, school journeys and visits, sports events, extra curricular activities, assemblies and play times. Extra support staff will be made available to ensure physical safety and encourage social interaction;
- provide high quality specialist language teaching which supports the children's Statements of Special Educational Need through individual and group sessions, taking Speech and Language Therapy and other outside agencies' recommendations into account.

Specialist Centre children are based in mainstream classes and are taught in a Specialist Centre class in a group of up to ten children to facilitate intensive language teaching and therapeutic intervention for up to 60% of the timetable. Centre sessions comprise of English, language and Maths based lessons. Attendance in these sessions is decided based on the individual needs of each child and increased integration is encouraged in preparation for secondary school. Factors affecting this are:

- Results of Teacher Assessments and statutory testing;
- Pupil's ability to access mainstream curriculum;
- Receptive and expressive language abilities;
- Emotional Needs;
- Pace of learning and recording ability;
- Level of support needed;

- Complexity of need
- Parental preference.

The amount of integration can be flexible based on the needs and abilities of individual children. Children will be included with the mainstream class for the taking of registration, school trips and visits, class assemblies and any other special activities or events. While in mainstream classes, children are supported for all or part of the time by a team of class based Learning Support Assistants. The centre teacher, speech therapist and class teacher will share relevant information.

Reverse Integration into the SLCN groups

Where appropriate, reverse integration may be offered to mainstream children. This is on the understanding that:

- preference will be given to children who meet criteria for Centre placement or have SLCN as their primary need as identified on their Educational Health Care Plan, Statement or ISP;
- children from mainstream should never outweigh the number from Centre;
- the inclusion of a mainstream child should not be to the detriment of the Centre children;
- the curriculum and sessions will not be adapted for reverse integration - it should already be appropriate for them;
- the Centre teacher is not responsible for target setting, assessment or ISPs of any child who is reverse integrated, but will work alongside the class teacher and SENDCO.

- **Children from minority ethnic groups including Gypsy, Roma, Travellers:**

Wherever possible the involvement of the Race and Equality Minority Achievement Team (REMA) is encouraged to support further assessment, planning, and training.

Attendance of these children will be closely monitored and where concerns around attendance or academic progress arise a referral to the SCC Education Welfare and/or REMA team will be made by the Head teacher.

Support sessions for Gypsy, Roma, Traveller children may be provided by a REMA Traveller Support teacher on a weekly basis for identified children, and their progress and provision is reviewed on a termly basis.

- **Children with English as an Additional Language:**

Wherever possible the involvement of the Race and Equality Minority Achievement Team (REMA) is encouraged to support further assessment, planning, and training.

Where appropriate additional support in the form of in-class adult support, individual or small group teaching will be provided to promote good attainment and outcomes for these children. Progress and provision is reviewed on a termly basis.

- **More Able, Gifted & Talented Children:** (See separate policy)

- **Looked After Children:**

Access to services and support for Looked After Children will be monitored by the Head Teacher (Designated Teacher). SCC Virtual School for Looked After Children coordinates provision for all Looked After children in Surrey. Every Looked after Child must have a **Personal Education Plan (PEP)** which is a vital document and is key to ensuring proper assessment, target setting and personalised support is in place. PEPs should be no more than six months old. The PEP is an educational document and as such there is a requirement to have a qualified teacher present at meetings to draw these together along with the attached Social Worker. Foster/residential carers and birth parents, where appropriate, should also be invited to attend a PEP meeting as a priority. Sample PEPs for each key stage are available on the SCC website and include examples of good education targets.

- **Young Carers:**

A Young Carer is anyone under the age of 18 whose life is some way restricted because of the need to take responsibility for the care of a person who is ill, has a disability or is experiencing mental ill health or effected by substance misuse. Helping at home is part of growing up but young carers do far more than other young people because of the caring role they have. Caring for someone whether an adult or helping their parents look after a sibling who has a disability or is unwell can have a major impact on school work and restrict the time young carers can meet up with friends. SCC has an obligation to provide support for families so that children and young people do not have to undertake unreasonable levels of caring responsibility. The Inclusion Leader provides parents with information regarding access to services for young carers e.g. opportunities to meet up with other young carers at organised activities and events, support from someone who works just with children and young people who care for someone, regular newsletters and information for young carers. Advice is also available for staff on supporting young carers in school.

Roles and Responsibilities

All staff will:

- promote a whole school commitment to the inclusion of all children in the academic and social opportunities offered at Stepsgates Community School;
- work together to meet the changing needs of all our children effectively and ensure all staff are informed of their individual needs, as appropriate;
- encourage parental support and participation in the development of children's inclusion and integration throughout school.

Class Teachers will:

- promote inclusion in our school by ensuring that all the children have the same opportunities and access to the curriculum, and that they are not discriminated against because of any individual needs;

- plan appropriate, differentiated activities for all children, as appropriate, in line with the learning objectives for the lesson;
- ensure all children are included in all whole class activities – assemblies, trips etc;
- ensure that the allocated support staff time is used appropriately with the children to whom it is allocated;
- ask for guidance, support or advice from the SENDCo, Inclusion Leader, SLCN Centre staff, Speech and Language Therapists, or other professionals when they are not sure how to provide for any child;

Learning Support Assistants will:

- liaise closely with the class teacher to discuss planning and expectations of children's performance;
- assist in the preparation and adaptation of teaching materials, equipment etc;
- attend meetings and Annual Reviews when appropriate and contribute to the planning and implementation of Individual Education Plans and Special Educational Needs support plans.
- carry out procedures for the monitoring, assessment and recording of children's progress as directed by the class teacher.

Specialist SLCN Centre Teachers will:

- teach children in the SLCN Centre for language, English and Maths in groups as appropriate;
- be responsible for making decisions about and administering all of the on-going assessments for the curriculum subjects that they teach the child;
- ensure class tracking grids are completed and updated every term to include Centre children;
- ensure the 'peripherals' are also monitored e.g. homework for the subjects taught, reading records etc;
- Liaise with the parents of their children and the child's class teacher(s).

Head of Specialist Speech, Language and Communication Needs (SLCN) Centre will:

- be responsible for the management and co-ordination of the SLCN Centre team – teachers, Learning Support Assistants & Speech & Language Therapy staff;
- promote effective learning and teaching for all SLCN children;
- communicate effectively with the parents of children in the SLCN Centre, enabling them to effectively support their child's learning;
- monitor and evaluate the progress of children in the SLCN Centre;
- monitor termly Individual Support Plans (ISPs) of children in the SLCN Centre;

- be available to give any teacher or support staff help or guidance regarding planning, differentiating or managing children from SLCN Centre while they are in their class;
- lend any resources that the SLCN Centre has which may support children's learning;
- liaise with the SENDCo re the deployment of the Language & Communication Learning Support Assistant & Learning Support Assistant with responsibility for Occupational Therapy groups;
- carry out all statutory obligations towards the SLCN Centre children's Statement of Special Educational Need e.g. monitor IEPs, carry out annual reviews, liaise with outside agencies;
- liaise between Speech and Language Therapists (SLTs) & class teachers to ensure SLTs give advice and offer teachers opportunity to observe SLT sessions or ask specific questions related to Centre children;
- teach demonstration lessons if appropriate;
- work co-operatively with the SENDCo to ensure appropriate learning opportunities for children with special educational needs;
- provide support and guidance to all staff, observing colleagues from time to time with a view to identifying any support they need;
- prepare, organise and lead INSET, with the support of the Headteacher, SLTs and SENDCo;
- attend relevant courses/meetings and disseminate information to staff;
- analyse data collected to identify strengths and areas for development in the SLCN Centre;
- manage the SLCN Centre budget & provide appropriate resources and equipment ensuring they are organised, accessible, relevant and up to date;
- provide feedback to governors on inclusion, teaching & provision within the SLCN Centre.

The Special Educational Needs Co-ordinator (SENDCo) is responsible for meeting the SEND needs of mainstream children as detailed in the SEND Policy and will also work co-operatively with the Inclusion Leader and Head of the SLCN Centre to ensure appropriate learning opportunities for all children;

The Inclusion Leader will:

- oversee the organisation of targeted interventions for identified children;
- monitor and evaluate the progress of identified focus groups of children;
- be available to give teachers and support staff help or guidance regarding planning, differentiating or managing children while they are in their class;
- liaise with outside agencies with regard to referrals, assessments and training;

- attend relevant courses/meetings and disseminate information to staff;
- provide feedback to governors on the inclusion, teaching & provision for identified focus groups of children.

The Head Teacher will:

- allocate funding, monitoring and support time to promote the inclusion and integration of all children in school;
- oversee curriculum provision, attainment and progress of all children.

Governors will:

- elect a representative from the Governing Body (usually the SEND Governor) to monitor the implementation of the Inclusion Policy.

Children will:

- follow school and class expectations of work and behaviour;
- contribute to the evaluation of their own integration and target setting where appropriate.

Parents will:

- support their child to work within the policies and procedures of the school;
- communicate clearly with the class teacher and SENDCo, Head of the SLCN Centre and Inclusion Leader Centre, as appropriate, to support their child's integration and inclusion;
- attend Parent Consultation & Annual Review meetings to monitor and evaluate their child's progress;
- support the involvement of outside agencies to promote inclusion where appropriate.

Monitoring and Evaluation

The Head teacher and the Inclusion Leader are responsible for monitoring the implementation of the policy throughout the school.

The Head Teacher will regularly monitor the learning & teaching for all children by monitoring planning, work sampling & through classroom observations.

The Inclusion Leader will monitor and evaluate the quality of learning & teaching, & standards for identified groups of children, through planning, work sampling, classroom observations and learning environments eg displays, curricular targets.

The Head of the Specialist Centre will monitor and evaluate the quality of learning & teaching, & standards for children in the SLCN Centre children, through planning, work sampling, classroom observations and learning environments eg displays, curricular targets.

The Governing Body has the ultimate responsibility for monitoring the policy and there is a Governor assigned to SEND.

The nominated Governor for SEND will liaise with the Inclusion Leader and Head of the SLCN Centre to monitor the implementation of this policy and provide a written report to governors as required.

Review due: Summer 2026