



Inclusion Policy

MAYFLOWER COMMUNITY ACADMY PLYMOUTH POLICIES



Mayflower Community Academy

VERSION CONTROL SHEET

POLICY NAME: Inclusion Policy

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Document date	Filename	Mtg submitted	Summary of changes required
July 2013		July PSG	New policy

Date for policy review:

July 2014



SEN Policy as part of a whole school policy for Inclusion (Including)

- ❖ SEN
- ❖ Gifted & Talented
- ❖ Equal Opportunities
- ❖ Looked after Children
- ❖ Child Protection

Key principles and values

We believe in an inclusive approach towards education for all children regardless of their abilities ensuring they have a sense of positive well-being above all feeling safe and happy.

We believe that every child has the fundamental right to access a broad, creative and enjoyable education experience thus enabling them to foster a love for learning.

We believe that all children should be valued for their individuality and that to treat all children the same advantages some but disadvantages others.

We look to provide a significant sense of community ethos and exceptional level of passion for the well-being, support and development of the whole child.

Aims

- To provide the best possible experience for all pupils, within a safe, caring and stimulating environment to reduce barriers to learning.
- To ensure maximum access and progress for all children.
- For **all** practitioners to be teachers of pupils with additional needs and to differentiate according to the needs of the children in their care.
- To meet the physical, emotional and intellectual needs of all our children.
- To involve parents and carers in the implementation of programmes of support.
- To involve external agencies as part of the school community in meeting the needs of the whole child.
- To monitor progress of all children in order to enable appropriate action to be taken.
- To use early identification, assessment and intervention are recognised as the key to meeting the needs of the individual children.
- To meet the diverse needs of all pupils ensuring they can access and contribute to the social and cultural activities of the school.
- To involve children in decision making and problem solving in order to develop appropriate target setting.
- To have due regard to the SEN Code of Practice and the Disability Discrimination Act.



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Definition of Special Educational Needs (SEN)

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they: -

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.”

Special educational provision means: -

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area.”

See Section 312, Education Act 1998 in Special Educational Needs Code of Practice p. 6

Coordinating the SEN provision

Mayflower Community Academy has an Inclusion Team to support the school and its wider community with its Special Educational Needs. Within this team there is:

- SENCO
- Designated Child Protection Officer
- Specialist teachers from the Support Centre for children with Complex Communication Disorders and Autism Spectrum Disorders.

Their role is to monitor the SEN need and provision across the school including;
Day to day operation of the SEN policy;
Providing advice to staff supporting, liaising with them and where necessary the completion of Individual Education Plans;

Working alongside staff to assist them in identifying, assessing and planning for children’s needs and ensuring that children make progress;

Overseeing and maintaining specific resources for special educational needs;

Liaising with outside agencies;

Contributing to and, where necessary, leading the continuing professional development (CPD) of staff;



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Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person;

Co-ordinating the range of support available to children with special educational needs;

In conjunction with the class teacher liaising with parents/carers of children with special educational needs.

The Academy has named governors responsible for Special Educational Needs

TBC
TBC

All teachers are responsible for meeting the needs of all pupils in their class. This includes early identification, SMART target setting, ongoing assessments and planning, a differentiated curriculum and communicating with the Inclusion Team

Identification, Assessment and Review

SEN Provision

The Academy offers a continuum of provision to meet a diversity of pupils' needs. Additional in-class support is available in all classes which is provided by TAs and Learning Mentors. This additional support is targeted at individual pupils and small groups of pupils who are presenting a cause for concern with regards to Special Educational Needs.

Mayflower Community Academy adopts a strong inclusive ethos where the child's social and emotional developmental needs are equal to, and impacts on, their academic progress. This is reflected in the identification of SEN and any subsequent provision.

We are committed to the early identification and intervention of children who may have SEN. The graduated response, adopted in the academy, in line with the Special Educational Needs Code of Practice (2002), recognises that there is a continuum of needs. Please see **Appendix 1a and 1b** for a visual representation of this process.

More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.

Academy and Early Years Action

If a teacher identifies, via a Cause for Concern sheet (**Appendix 2**), a child who may have SEN it may be necessary to devise an Individual Education Plan (IEP) (**Appendix 3**). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO and parents/carers and involves them in setting targets and



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strategies. These are shared with the child and reviewed each term, or as appropriate. For some children an Individual Behaviour Plan (**Appendix 4**) may be deemed necessary. Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children. The Inclusion Team host a six weekly 'Filter Group' meeting, to which a variety of outside agencies and professionals are invited to discuss a number of children who are deemed to be a cause for concern either socially, emotionally or academically. As a direct result of this, children may receive support from School Counsellors, Therapists or Learning Mentors.

Academy and Early Years Action Plus

If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. Mayflower Community Academy work closely with the Multi Agency Support Team (MAST) who offer various strands of support to the children and their families. Such support systems may include; outside professionals from health, social services, support services or the education psychological service, Family Psychotherapists and the Behaviour Support Team. In addition to the MAST support, Mayflower Community Academy regularly access advice and involvement from Plymouth Advisory Learning Support (PALS), Sensory and Physical Outreach services, Communication and Interaction Team, Occupational Therapy and The Children's Speech and Language Service.

Statutory Assessment

In few cases it may be necessary for the Academy to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LEA guidance to help make any such decisions. If, in some cases, the child's needs are considered to be severe and complex, a statement of special educational needs may be issued by the LEA. This is reviewed annually in line with the Code of Practice.

Resources and Provision Map

The Academy's Provision Map (**Appendix 5**) outlines the support offered throughout the graduated process and is reviewed by the Inclusion Team each term. A proportion of our budget is allocated for resources, which include human resources and identified materials to use to support children who need additional or different activities. The provision of additional support is made as appropriate from the delegated SEN budget. However, some children with complex or severe special education needs may receive additional funding providing from the LEA.

Specialist Facilities

Mayflower Support Centre values every child as an individual and encourages them to achieve their own potential, develop an intrinsic desire to learn and participate in school, family and community life.

What is Mayflower Support Centre?



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Mayflower Support Centre is a specialist provision for children who have complex communication or an Autism Spectrum Disorder. Mayflower Support Centre was officially recognised as a specialist support centre for children with complex communication disorders or autism spectrum disorders in October 2003.

Mayflower Support Centre is totally committed to the rights of the child and family to be provided with specialist support which tailor is made to meet the individual needs of the child and family.

Record Keeping

Class teachers have responsibility for keeping relevant paper work in their yellow class SEN file. In which a copy of children's IEPs are kept and annotated. These are reviewed with the class teacher, parent/ carer, child and SENCO tri-annually.

The SENCO is responsible for ensuring that comprehensive records are kept properly and available as needed. These are located in the Inclusion Team room.

Evaluation procedures

We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SENCO and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEN. This is supported by the use of ISP class profiles and regular pupil progress meetings.

Professional Development for staff

Members of the inclusion team attend relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development and to meet the specific needs of the children within their cohort. A TA SEN Audit is carried out to gather intelligence regarding training that has been completed and further training that is needed.

Partnership with parents and carers

At the heart of Mayflower Community Academy's ethos is the wider community in which it is placed. This includes the wider professional community and more importantly, the parents and carers of the children in our care.

We share information with parents/ carers if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.

Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so. Mayflower Community Academy has three Parent Support Advisors (Chris Lang, Hannah Morgan and Jane Parnowski) that parent/ carers can contact throughout the day.



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We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.

Mayflower Community Academy looks to support the whole family in times of concern or need, this may result in a Common Assessment Framework (CAF) meeting being held to discuss and explore wide issues.

We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

Transition and transfer

Every effort is made by the Inclusion Team to ensure that procedures are in place to fully support transitions both in and out of the Mayflower Community Academy are carefully planned and supported with appropriate paper work, planning, communication and meetings as necessary, for the benefit of the pupils.

Review of SEN Policy

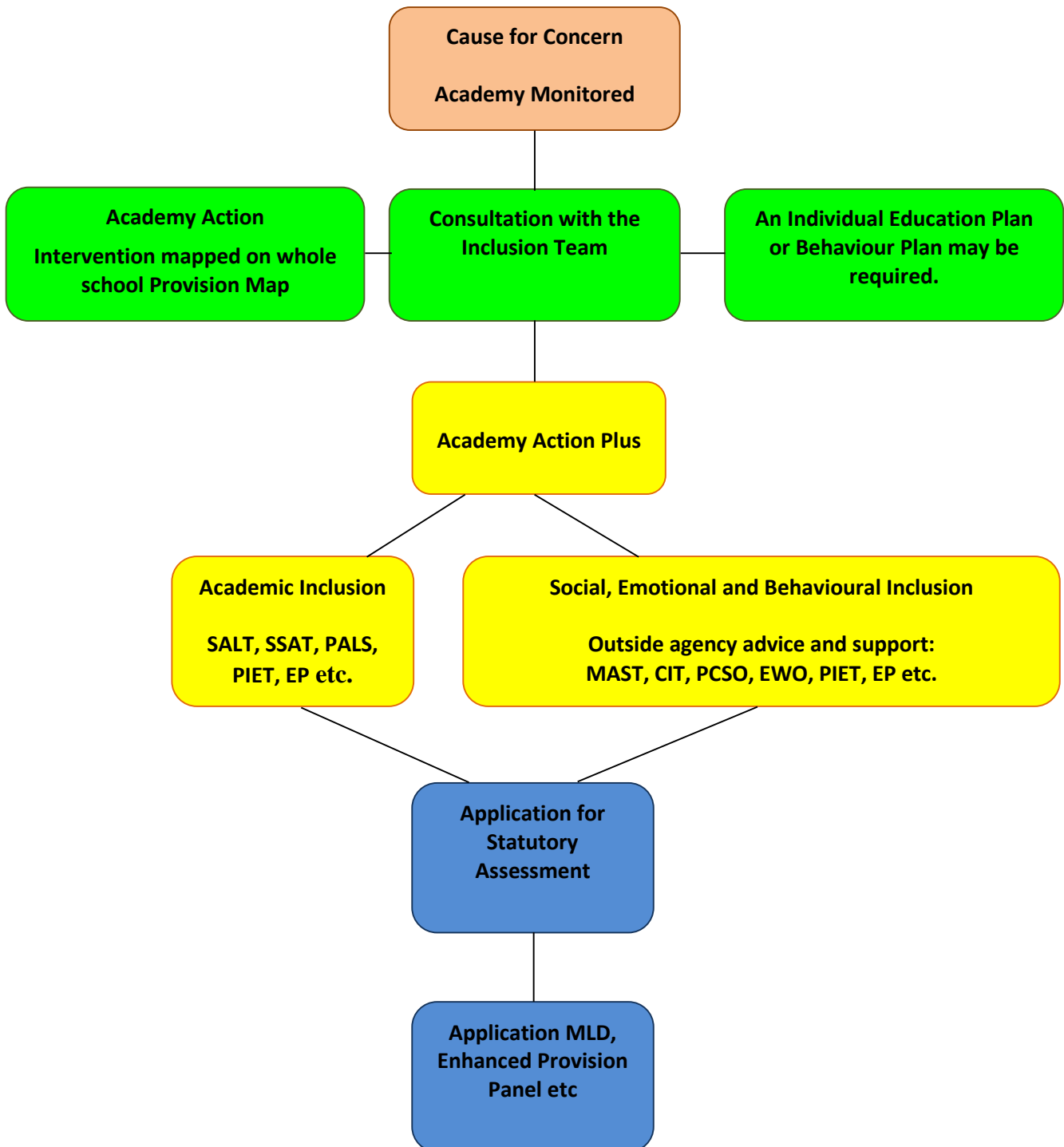
This policy will be the subject of continuous review by the Headteacher, Inclusion Team and the Academy Council.

Reviewed by the Academy Council: July 2013

Date for next review September 2013



Appendix 1a. Diagram of response



Appendix 1b. An Academy-based Graduated Response to SEN

Action	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher responsible for the pupils.	The teacher plans for the activities to be given the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, an individual education plan is considered.
Academy Action	The teacher responsible for the child informs the SENCO of the concern and with advice obtained, writes an IEP in consultation with the parents/carers and the pupil.	The IEP is implemented in the class. Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/carers. IEP is reviewed regularly.	Most pupils should make progress with the additional help but if the targets and strategies implemented in the IEP mean that adequate progress is not made, advice is requested from outside agencies.
Academy Action Plus	The SENCO requests advice from an external agency. A new IEP is devised from the additional guidance given and the teacher involved delivers the plan of action.	The IEP is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. IEP is reviewed regularly.	The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for statutory assessment.

The colour coding filing system for pupil records at Mayflower Community Academy is as follows:

Academy Monitored: Buff

Academy Action: Green

Academy Action Plus: Yellow

Statement of Special Educational Needs: Blue



Appendix 2. Cause for Concern Sheet



Cause for concern referral sheet

Name _____ DOB _____

Class _____

Concern initiated

by _____ Date _____

Problems Identified: Please tick any that may apply/and or add others

<u><i>Behavioural/Social</i></u>			<u><i>Learning</i></u>		
1	Over active		25	Maths	
2	Aggressive		26	Reading	
3	Disruptive		27	Writing	
4	Reacts inappropriately to discipline		28	Spelling	
5	Highly emotional		29	Spoken Language	
6	Nervous		30	Poor listening skills	
7	Very tense		31	Poor memory	
8	Afraid of falling		32	Lacks concentration	
9	Easily distracted		33	Lacks self-motivation	
10	Dominated by peers		34	Slow worker	
11	Shy		35	Slow learning	
12	Loner		36	Very able	
13	No Friends		37	Other	
14	Poor Social Skills				
15	Dreamer				
16	Poor play skills				
17	Other				



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Sensory			Others		
18	Poor eyesight/glasses		38	General low self esteem	
19	Hearing loss/Grommets		39	Time lost frequent absence	
20	Poor gross motor control		40	Regular late arrival	
21	Poor fine motor control		41	Physical size	
22	Poor body/spatial awareness		42	Physical impairment	
23	Speech (with/without therapy)		43	Poor general health	
24	Other		44	Other	

Expression of Concern

Pupil's Name _____ Class _____

Concern initiated by _____ Date _____

Areas of concern:

Assessment information:

Relevant background information, including strengths:

Initial action, including strategies used:



Appendix 3.

Name:		IEP Number	Date:	
DoB:	Year Group:	Class:	SEN Stage:	
Main Concern: Cognition & Learning		Communication & Interaction		
Emotional, Behavioural & Social		Sensory & Physical		
School Action			Time Allocation	
School Action +			Time Allocation	
Targets		Review of IEP	Review Date:	
Parent's Comment				

Signed: Class Teacher SENCO Parent Pupil

Support at Home	<i>Children make much faster progress when they are encouraged to continue learning at home as well as in school. Make it fun and do it in short bursts!</i>
..... could be helped at home by; continuing support for all homework tasks set. Reading together for a few minutes daily,	

Review Outcome
Will the pupil remain at this level on the register? Move to SM / SA / SA+. Will the pupil be removed from the register altogether? (Please discuss this decision with SENCo)



Appendix 4. Individual Behaviour Plan



Individual Behaviour Plan

Name: _____ **DOB:** _____ **Area/s of concern:** _____ **Amount of support:** _____
SEN Stage: _____ **Class:** _____ **Class Teacher:** _____ **Teaching Assistant:** _____
Type of support: _____ **Review date:** _____ **IBP Number:** _____

<u>Targets to be achieved</u>	<u>Achievement Criteria</u>	<u>Possible resources/techniques</u>	<u>Possible class strategies</u>	<u>Ideas for Teaching Assistant</u>	<u>Assessment</u>
<u>At school</u>					<u>Signed</u>
<u>At home</u>					<u>Signed</u>
<u>Parent/Carer contribution</u>					<u>Signed</u>
<u>Pupil contribution</u>					<u>Signed</u>
<u>School contribution</u>					<u>Signed</u>



Appendix 5.
Whole Academy Provision Map
Example: As at January 2010



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SEN Provision Map
2009/2010

Year/Class	Provision/ Resource	Allocation per week	Standard Good Practice	Pivotal Pupils	SA+ OR Statement
Foundation Unit Reception	Language and Communication Programme	Daily			AH, AH, MS, KR, AT, TB
	TEACCH Approach	Daily			CW
	Makaton	Daily/On-going			XP
	SEAL Groups	x15 min x3 a week			AT, AH, AH, MS, AF
	Supportive Play	Daily			TS, AH, AH, CW, MS, AF, AT
	Reading books	Daily	All children		
	In class literacy/ Numeracy support	Daily	All children		
	In class general support	Daily	All children		TS, XP
	Visual timetable (CIP)	Daily	All children		
	Small group work Letters and Sounds	x20 min x5 a week	AH, AH, CW, MS		
	Advice from SALT or other outside agency	On-going			AH, AH, MS, AF, CW, KF, TS, MS
	Lunchtime support	Daily			AT, AF, TS, CW
	Physical and Sensory support	Daily			XP, TS





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SEN Provision Map
2009/2010

Year/Class	Provision/ Resource	Allocation per week	Standard Good Practice	Pivotal Pupils	SA+ OR Statement
Year 1	Spellings	On-going	All children		
	Handwriting	On-going	All children		
	Times-tables	On-going	All children		
	SEAL Groups	x15 min x3 a week			JLH, JN, SW
	Supportive Play	Daily			JLH, JN, SW, MLT
	Reading books	On-going	All children		
	In class literacy/ Numeracy support	Daily	All children		CJ, CF, JW, LD, RC, JLH, JN
	In class additional support	Daily			SW, JN
	Visual timetable (CIP)	Daily	All children		
	Small group work Letters and Sounds/BLAST	Daily	All children	JW, LD, RC, MLT, WH	
	Advice from SALT or other outside agency	On-going			WH, JLH, SW, JN, RC
	Lunchtime support	Daily			JLH, JN, SW
	Physical and Sensory support	Daily			JLH, SW
	Fine/gross motor skills support				
	Social Skills	Daily			JLH, JN, SW
Intensive reading support					
MAST interventions	On-going			JLH, SW, JN, SK	

