



# Inclusion Policy



Reviewed May 2020

Review May 2022

## General Statement

At Allesley Primary School we believe in the individual. All children are valued for their unique contribution to a whole school ethos of inclusion. Alongside the teaching and learning of academic skills required for adult life, we work hard to ensure everyone has opportunity to discover their own strengths and develop these to feel successful and fulfilled.

*“Everyone is a genius. But if you judge a fish on its ability to climb a tree; it will live its whole life believing that it is stupid.” Albert Einstein*

Children need to try new and exciting opportunities in order to learn about themselves and discover interests and talents. We endeavour to do this through our exciting broad and balanced curriculum and through wider learning opportunities. We are always looking for new innovative ideas to excite children.

Trips out of school are an important aspect of developing the whole child. We endeavour to give every child the opportunity to join the Year 6 residential to Dol-y-moch. Here children often experience time away from the family home for the first time. They try different outdoor challenges like orienteering, rock climbing and kayaking. We try to remove all barriers and obstacles to attending this trip, whether it is financial, family circumstances or a physical disability. This has had a huge impact on a great many of our children who have been able to articulate just how important this holiday was to them at a crucial time of their development.

*‘Heights, darkness, plastic kayaks that rock – I managed to overcome these fears at Dol-y-moch. It was fun walking in the snow in my pyjamas – I haven’t done that since I was 3!’ (Luke Yr. 6)*

We also have an extensive variety of clubs where children can try new interests. Along with developing the whole child we are very mindful that children need to gain certain key skills to give them the best opportunities in life. We are committed to children reaching their academic and social potential.

## Definition of inclusion

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that might be experienced by any child, irrespective of age, ability, gender, disability, race, ethnicity, language and social background, and the maximising of resources to reduce these barriers.

Allesley Primary works very closely with outside agencies to promote inclusion. For example, we work closely with the Social Emotional Mental Health & Learning Team, the Educational Psychology Service, Occupational/Physical Therapy Service, Sensory Support, Complex Communication Team and the Ethnic Minority Achievement Service.

At Allesley Primary School we aim to offer the best learning experiences tailored to meet the needs of our children through a **quality first** teaching approach; however for some children there are occasions when further additional support may be needed to help them achieve and progress.

For children identified as having special educational needs, the Code of Practice has created a category called 'SEN Support'. Some children may go on to need an Education Health Care Plan to support their needs.

Schools need to remove barriers to learning and put effective special educational provision in place.

This provision is defined as '**additional to and different from' that of their peers**'.

The Code of Practice 2014 describes four broad areas of SEN as:

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

We recognise you cannot easily label children and their needs might fit into more than one category. Allesley Primary School has experience in supporting children with all of the above, and we invest time and training from outside agencies to support any child in our care to ensure their needs are met.

We promote a 'Graduated Approach'. This is a four part cycle through which earlier decisions and actions are revisited. Over time, this leads to a greater understanding of the child's needs and how best to support learning.

The four stages of the cycles are:  
Assess, Plan, Do, Review

### [The Graduated Approach at Allesley](#)

#### [Assess](#)

Assessments of children's needs are made through a whole child approach. In class teachers are constantly assessing the children through verbal feedback, written work and ongoing assessments. The Headteacher/Senior Leadership Team and the SENCo meet with the teachers to talk about progress and discuss the provision and

interventions required to close the gaps where underachievement has occurred and where special educational needs are identified.

### Plan

Inclusive ***Quality First Teaching*** is the first step to responding to a newly identified need. The focus of this is to ensure that high-quality teaching, that is differentiated, is accessible to individual children. Sometimes there is additional support planned through interventions. These are delivered in small group or on a one to one basis in or outside of the classroom. Interventions are planned and the impact of learning tracked carefully by class teachers and teaching assistants.

### Do

Every teacher is responsible and accountable for all children in their class wherever or with whoever the children are working with. Teachers work closely with Teaching Assistants and other specialists to plan and assess the impact of targeted interventions.

### Review

Teachers monitor the progress of all children in their class, including those with SEN. Each term they meet with a member of the senior leadership team/SENCo to discuss progress. Teachers meet parents to discuss progress towards targets. As children mature they are encouraged to take a greater role in reviewing their own progress.

### Support

Local authorities must publish a local offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have EHC plans.

The local offer must include provision in the local authority's area. It must also include provision outside the local area that the local authority expects is likely to be used by children and young people with SEN for whom they are responsible. This information is available at <http://www.coventry.gov.uk/sendlocaloffer>

More information regarding the Local offer and what school can offer our SEND children can be found on our school website.

Parents have also asked for an idea of the different things we do at school to help children with different levels of need in different areas. To meet the needs of the individual child we need a flexible approach and we are constantly looking for new ways to support SEND. Below are some examples of the graduated approach we use to support all learning within our school.

### Interventions supporting children at Allesley Primary School

|   | Cognition and Learning  | Communication Needs   | Emotional and Social Needs  | Sensory & Physical Needs  |
|---|---|---|---|---|
| 1. All children at school   | Quality First Teaching<br>Differentiated support and challenge to meet all needs<br>'next steps' targets<br>Additional aids to support visual, auditory and kinaesthetic learning<br>Visual timetables<br>High interest reading books<br>Access to ICT<br>Talking Tins<br>Live intervention<br>Live Marking | Quality First Teaching<br>Differentiated support and challenge to meet all needs<br>Differentiated curriculum planning activities , delivery and outcome e.g. simplified language<br>Pre-teaching of key vocabulary<br>Increased use of visual aids/modelling<br>Adapted classroom environment<br>Visual timetables<br>Use of symbols<br>Structured school and class routines | Quality First Teaching<br>Whole school behaviour policy<br>Whole school values<br>Individual class rules<br>Personal Social Health Education (PSHE)<br>'Circle time' to discuss social and behavioural issues in class as they arise<br>Safer handling - positive behaviour programme<br>Thrive approach<br>Learning mentor support | Quality First Teaching<br>flexible teaching arrangements<br>Staff awareness of implications of physical impairment<br>Writing slopes<br>Pencil grips<br>Classroom positing<br>Multi-sensory approach to learning (e.g. Numicon helps children to visualise and 'feel' maths; writing letters in the sand) |
| 2. Children on the SEND Register (Depending on severity of need & when appropriate) | Intervention programmes - English and Mathematics<br>Precision teaching<br>Reading partners/Paired Readers<br>SOS Spelling<br>Shared in class support from TA/CT<br>1/1 TA support<br>Multi-sensory spelling  | In class support with focus on supporting speech and language<br>Communication skills groups<br>Symbol supported text/communication in print<br>Individual visual timetables<br>Individual workstations<br>Specialist programmes  | Circle time<br>Social skills group with learning mentor<br>Anger management- Learning mentor<br>In class support for supporting behaviour targets<br>Nurture groups<br>Stress balls, fidget toys  | Brain Gym type exercises<br>Keyboard skills<br>Additional fine motor skills opportunities<br>In class support for access and safety<br>Stress balls, fidget toys and a range of sensory objects<br>Individual support to  |

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|                          | practice groups<br>Small group support<br>SEHM&L / EP advice &<br>Targets addressed<br>Auditory and visual memory<br>games<br>Fine Motor programmes  | devised by external<br>agencies<br>Speech and Language<br>Therapy (SaLT)<br>Autism specific<br>programmes<br>Complex Communication<br>(CCT) support<br>Peer mentoring<br>Social stories<br>Comic strip conversations | etc.<br>Individual counselling<br>Individual reward systems<br>Advice from EP<br>Friend groups-Learning<br>mentor<br>Peer mentoring<br>CAMHS/SEHM&L advice<br>and support | access the curriculum<br>Occupational therapy<br>Physio therapy<br>Access to specialist ICT<br>hardware and use of ICT<br>equipment<br>Advice/input from Sensory<br>Support Service<br>Handwriting Interventions |
| 3. Children with an ECHP | <p>Support for children with an Education Health Care Plan is agreed in collaboration with children. Parents, teachers and external professionals such as the Education Psychology Service, SEMH&amp;L, Speech and Language and the Local Authority</p> <p>Support and provision is monitored by the class teacher and SENCo and reviewed at an annual review meeting with the external professionals concerned.</p> |  |   |  |

