

# **Donnington Primary School**

## **Inclusion Policy (SEND, EAL & GT pupils)**

**Mission Statement:** Our mission is to provide all our children with high standards of teaching, learning and playing environments, so that each child can develop to his or her greatest potential and be prepared to move forward in study, work and play for their future success.

**Purpose of the policy:** This policy is about ensuring all children have fair access to learning and are able to achieve their full potential taking into consideration all additional needs this includes those with additional learning needs and physical needs, those who are identified as Gifted and Talented and those for whom English is an additional language. (Disability Discrimination Act 2010)

The school will have regard to the Special Educational Needs and Disability Code of Practice: 0 -25 (September 2014).

### **Aims and Ethos**

We aim to:

- offer all children equal opportunity to access the National Curriculum and the full life of the school, whilst acknowledging that some children, at some stage in their school career, will need special provision in order to achieve their full potential in all areas of the curriculum.
- identify at an early stage children with special educational needs and to assess, monitor and review their progress following the Special Educational Needs and Disability Code of Practice: 0-25 (September 2014)
- provide a broad and balanced curriculum for all pupils:
  - with special educational needs,
  - with a disability,
  - who have English as an additional language (EAL)
  - that are working at a significantly higher level than their peerswithin a supportive environment that enables effective learning to take place
- differentiate the curriculum to ensure it is broad and balanced
- implement a 'graduated approach' to supporting those with SEND
- endeavour "to take account of the ascertainable wishes and feelings of the child concerned" in accordance with the provisions of the Children's Act 1989.
- provide a sensitive introduction for children with EAL, a disability and/or SEN and their families, on entry to the school
- offer an integrated approach by all staff to maintaining high expectations of all children, in line with good educational practice
- establish clear identification of EAL/SEND/GT children's attainment and development needs and a base line assessment made on entry to the school
- ensure that children with a disability who require reasonable adjustments to access the curriculum and learning space will be planned for (Refer to the Disability Equality Duty plan (DED) published on the website for more information)
- ensure existence of effective planning and teaching across the curriculum
- ensure availability of appropriate and useful resources to support children's progress
- reflect an ethos throughout the school which provides support, celebration and recognition of the advantages having an additional language can offer
- attempt to involve parents and carers in all aspects of their children's involvement with the school.

Funds for all SEN pupils are allocated to the school through the LA funding formula. Funding for pupils with an Education Health Care Plan (EHC from September 2014 - formerly known as a Statement of Educational Need) is allocated to the school according to

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the provision detailed in the individual EHC plan. Pupil Premium will be used to benefit identified pupils and support them in achieving their full potential. (Refer to Pupil Premium Spend document for further information)

### **Additional resources**

External specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. Overall responsibility for a child's progress remains the responsibility of the class teacher.

### **Education Health Care Plans**

Education Health Care Plans (EHC) are replacing a Statement of Educational Need and are introduced from September 2014 with current statements moving across the EHC plans by the end of the 2017 academic year. Statutory assessment involves consideration by the LA, working co-operatively with parents/carers, the school and, as appropriate, other agencies, as to whether additional resourcing is needed to meet a child's educational needs

We aim to have a close working relationship with all parents/carers and consider this to be particularly crucial when a child has special educational needs.

### **Monitoring children's progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily.

### **Links with other schools, and arrangements for transition between schools**

When a child with SEND, EAL or an identified area of exceptional talent changes school, the school will make every effort to liaise with the previous school to ease transfer for the child and inform staff of his/her needs.

### **Links with outside agencies**

The LA Support Services have an on-going relationship with the school and work with us in developing its approach to meeting the special educational needs of our pupils.

### **Local Offer**

The Local Offer details the provision on offer from Brent for children and young people with SEND. The school have published their Local Offer in accordance with Brent's provision and this can be found on the school's website.

### **Inclusion Complaints Procedure**

Please refer to the schools complaints procedures for further guidance, this can be found on the school website.

Inclusion policy to be reviewed Nov 2017