

# Denton and Harlaxton Church of England Schools



**L**earn  
**E**ncourage  
**A**spire  
**R**espect &  
**N**urture



## Inclusion Policy Statement

### Changes

<b>Policy :</b>	<b>Date</b>	<b>Signatures of Chair Of Governors &amp; Head</b>
Last Reviewed:	March 2024	
Admitted as school policy:	13 <sup>th</sup> March 2024	
Lifespan:	2 Years	
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*This easy to remember statement sums up our vision for our children within our community.*

**With God, together we can...Learn Encourage Aspire Respect Nurture**



At both Denton and Harlaxton schools we follow the 'Leader in me' 7 values.

**Value 1: Be Proactive**

- I am a responsible person. I take initiative.
- I choose my actions, attitudes, and moods.
- I do not blame others for my wrong actions.
- I do the right thing without being asked, even when no one is looking.

**Value 2: Begin With the End in Mind**

- I plan ahead and set goals.
- I do things that have meaning and make a difference.
- I am an important part of my classroom and contribute to my school's mission and vision.
- I look for ways to be a good citizen.

**Value 3: Put First Things First**

- I spend my time on things that are most important.
- This means I say no to things I know I should not do.
- I set priorities, make a schedule, and follow my plan.
- I am disciplined and organized.

**Value 4: Think Win-Win**

- I balance courage for getting what I want with consideration for what others want.
- When conflicts arise, I look for a win-win solution.

**Value 5: Seek First to Understand, Then to Be Understood**

- I listen to other people's ideas and feelings.
- I try to see things from their viewpoint (paradigm).
- I listen to others without interrupting.
- I listen with my ears, my eyes, and my heart. I am confident voicing my ideas.

**Value 6: Synergize**

- I value other people's strengths and learn from them.
- I get along well with others, even people who are different than me.
- I work well in groups.
- I seek out other people's ideas because I know that by teaming with others, we can create better solutions than any one of us can alone.
- I look for Third Alternatives.

**Value 7: Sharpen the Saw**

- I take care of my body by eating right, exercising, and getting enough sleep (body).
- I learn in lots of ways and lots of places, not just at school (brain).
- I spend time with family and friends (heart).
- I take time to find meaningful ways to help people (soul).
- I balance all four parts of myself

*This is a special feature of the school and is widely regarded as being a significant aid to raising growth in learning in its very broadest sense.*

# Inclusion Policy Statement

***Every teacher is a teacher of every child including those with Special Educational Needs and/or disability.***

SEND Code of Practice 2014

## Introduction

Denton and Harlaxton Federated Church of England Primary Schools seeks to ensure that we provide the very best opportunities to ensure that all pupils fulfil their potential.

The school, with the support of Lincolnshire County Council (LCC), **or residing County Council**, and other appropriate services provides support and resources from which we can develop sustainable local solutions to meet the needs of individuals and groups of pupils, particularly those who are most vulnerable.

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning.” *NASEN Mission statement.*

## **Denton and Harlaxton Federated Schools Policy Aims:**

- Achievement of the highest standards possible of which each individual is capable
- To treat all members of the school community with respect and dignity, valuing the contribution of each.
- To encourage our school community to show care, respect and responsibility for our school, church and wider environment.
- To aspire to offering our learners diverse, social and cultural experiences that will remain with them; a quality of childhood that will be remembered throughout their life.
- To encourage independent and reflective learners.
- **To promote a culture of nurture and wellbeing.**

The federation is committed to giving every pupil an opportunity to achieve the highest standards regardless of their age, gender, ethnicity, attainment or background. We recognise that there is a diversity of special needs including learning, health, behavioural, **communication**, emotional and physical. We aim to provide for pupils who are able, gifted and talented and recognise that they may need specific provision additional to Quality First Teaching. We also recognise that pupils for whom English is an Additional Language may also have learning needs which must be supported to enable them to access the curriculum. We are clear at the federation that the need to learn English is not a special need in itself but may or may not be associated with an additional special educational need. Diversity is valued as a rich resource, which supports the learning of all. In this federation, inclusion recognises a pupil's right to quality first teaching, to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents, and personal qualities.

## **Inclusion Statement**

At Denton CE Primary and Harlaxton CE Primary Schools we believe every child should have the opportunity to experience success in learning at the highest possible standard. We do this, within the context of Christian belief and practice, by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. We believe in promoting gender equality within our school community. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of every person within our school community. We encourage an understanding of the meaning and significance of faith and promote Christian values through the experience we offer to all our pupils.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

*Special Educational Needs and Disability Code of Practice, 2015*

## **Inclusion Monitoring**

These groups of children are specifically monitored with reference to how much the school 'includes' them and provides for their learning needs. Monitoring means that progress and attainment of each group is measured to make sure that every group is making at least the required progress. Monitoring may also highlight where additional support is required. Groups to be monitored include:

- Boys and girls including gender equality
- Pupil premium children
- Pupils from minority faiths and ethnicities
- Pupils who have English as an Additional Language
- Pupils who have Special Educational Needs
- Pupils who are high attaining
- Pupils who are subject to Child Protection or Child in Need plans
- Looked after children and children previously looked after
- Pupils with social, emotional and mental health difficulties
- Children of service personnel
- Travellers and asylum seekers
- Children who are at risk of disaffection or exclusion
- Vulnerable Pupils at risk of disadvantage and not making progress (including reading)

## Equal Opportunities

The school is committed to providing equal opportunities and this is detailed in our Equal Opportunities policy.

The Senior Leadership Team (SLT), including the Special Educational Needs Coordinator (SENDCo) and Governors have overall responsibility for the strategic planning of inclusion and policies & Statements linked to this policy are:

- Safeguarding including Child Protection
- Equal Opportunities
- Pupil Premium Strategy Statement
- Behaviour and Anti-Bullying
- Attendance
- PSHE(Personal Social and Health Education) and SRE (Sex and Relationships Education)
- Assessment
- Flexi Schooling Policy
- Religious Education & Worship
- Teaching and Learning

**Safeguarding including Child Protection & Health and Safety underpin all our policies and actions. Our safeguarding policies and protocols are revised and shared with all members of staff each year. The following are a list of actions we take regarding safeguarding each year;**

- Organisation and monitoring of Communication Safeguarding by Governors and SLT.
- Core policies and links between Safeguarding Policies reviewed and shared annually.
- Frequent guidance and CPD (Continuing professional development) shared amongst staff and key people (following 6-year pathway)
- Healthy Schools ethos including Sex and Relationships Education and Drugs Awareness - age-appropriate materials used with every child
- Newsletters and communications to school community including website and parent mail
- Leadership meetings; including Governors safeguarding training and awareness
- Key resources updated and refreshed
- Robust procedures and recording of Safeguarding

## Behaviour, Attendance and Personal Social and Health Education

Denton and Harlaxton Federated Church of England Primary Schools follow the 'Growth Mindset' approach to learning and behaviour in addition to the 'The Leader in Me' and these approaches encourage exceptional attitudes to learning. These approaches also feed into school Christian vision (Together We Can) PSHE lessons and Collective Worship. We introduce British Values in a variety of aspects of our broad and balanced creative curriculum, so children will be able to debate, vote and learn democracy. Monitoring will be through lesson observations, learning walks and pupil voice. Both schools offer a vast range of pastoral support for children with social and emotional needs as

identified in conjunction with parents, class teachers, the SEND team and occasionally, wider professionals involved.

## **Pupil Premium**

Denton CE Primary and Harlaxton CE Primary Schools are committed to 'Narrowing the Gap' between vulnerable pupils and their peers. The Pupil Premium will form a vital part of that process. The Governors reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged or vulnerable. Provision will be made through:

- supporting pupils' access to education
- supporting pupils' access to the curriculum
- alternative support and intervention where appropriate within the school environment
- support for families (EHA (Early Help Assessment), TAC (Team Around the Child), etc...)
- offering a range of extra curricular activities
- SEMH (Social Emotional and Mental Health) and pastoral support
- supporting interests and talents out of school

## **Ethnicity, Social Class and Gender Achievement**

Achievement by all pupils is monitored but particular consideration is given to ethnicity, social class, vulnerable groups and gender achievement. Teachers planning ensures that all children are included regardless of ethnicity or social background. In the event of a racist incident, this is recorded and reported to the Governing Body. Through PSHE we teach diversity and embrace other cultures (for example celebrating Black History month).

## **High attaining children are monitored by ensuring:**

- There is good quality teaching following a mastery curriculum to add depth and challenge
- Assessing and monitoring of standards for high attaining pupils
- Guidance for high attainers, through training and regular meetings
- Leadership and School Improvement in high ability through clear identification of and provision for these children
- Suitable resources, vocabulary and expectations for all children with an expectation high attaining children to succeed and further and deepen their understanding

## **Special Educational Needs and Disability is monitored by looking at:**

- Attainment and progress in special educational needs and disability
- The effectiveness of key resources in special educational needs and disability
- Reviewing of Leadership and management in special educational needs and disability
- Monitoring the effectiveness of Teaching and learning for special educational needs and disability
- Arrange training to deepen and widen knowledge of needs and strategies to support.
- Collaborative work with other professionals and network with local schools.

## **Transfer and Transition involves:**

- Building effective partnerships in transfer and transition between the school, the child and the parents / carers
- Narrowing gaps in transfer and transition between SEND children and their peers
- Teaching and learning in transfer and transition for staff and key individuals
- School self-evaluation and improvement in transfer and transition

## **Personalised Learning**

Personalised Learning is encouraged and nurtured by the federation and uses a wide variety of strategies including self and peer assessment, critique and feedback. The 'Leader in Me' approach encourages children to take responsibility for their own learning and behaviour. Homework such as 'My Style' promotes acceptance of personalised learning and a creative, thematic based curriculum supports children in their personalised learning journey. Monitoring may include areas such as:

- Assessment in personalised learning
- Teaching and learning in personalised learning
- Know the gaps in Narrowing the Gaps

## **SEND**

"Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition." (*Special Educational Needs and Disability Code of Practice, 2015*). The Lincolnshire County Council SEN Support Guidance document (January 2018) is adhered to according to the SEND Matrix of: Cognition and Learning; Social, Emotional and Mental Health; Communication and Interaction and Sensory/Physical Needs.

Our policy aims to meet these needs by:

- Identifying pupils with Special Educational Needs or Disabilities as outlines in the guidelines of the SEN Code of Practice and Lincolnshire Local Offer
- Ensuring all individual needs are met effectively with appropriate adjustments to prevent children with disabilities from being treated less favourably than others and at a disadvantage
- Of children in receipt of EHC plans, we involve teaching staff, children, parents and other professionals in creating shared targets and participation in termly review processes
- Enabling all staff to meet identified pupil needs
- Making the curriculum accessible to all pupils through recognising the need for differentiation and adaptation whilst employing a range of suitable teaching and learning styles
- Adaptation of specialist tools and equipment and equipment required for learning
- Provide opportunities to ensure that pupils with SEND are included in educational visits and other activities to enhance their learning
- Working closely with parents and outside agencies and professionals
- Catering mainly for SEND pupils in the mainstream class through quality first teaching, but recognising that some pupils may require specialised teaching which can better be provided

within an individual or small group situation away from the main classroom perhaps using a specific and focused intervention strategy

- Supporting wellbeing of children by offering a variety of pastoral support for school and home related issues

Reference is made to the Special Educational needs Code of Practice (2015) for all SEND procedures and action taken in school.

### **The School's Provision for Special Educational Needs**

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) across the federation is **Mrs Rachel Harper**. The Special Educational Needs and Disability Assistant (SENDCo Assistant) across the federation is **Mrs Janet Mackey**. The Inclusion Governors for Denton CE Primary and Harlaxton CE Primary Schools are **Mr Matthew Game and Mrs Cherry Edwards**.

The SENDCo team are responsible for:

- Writing and reviewing the Inclusion policy, School Offer and Information Report
- Clear support of SEND needs according to the Graduated Approach (assess, plan, do, review cycle).
- Identifying and planning provision for additional support for those in receipt of additional SEND support from the schools devolved budget, those in receipt of High Needs funding, those with Education Health and Care plans (EHC) and Vulnerable pupils (DPP)
- Overseeing the day to day implementation of the Inclusion policy and resources
- Observe the impact upon learning to all pupils, including those with SEND to monitor the effectiveness of Quality First Teaching
- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with pupils themselves
- Timetabling and deploying staff to meet the needs of the children using the TAs skills and qualities as best effective
- Maintaining the SEND register through discussions with class teachers and parents
- Maintaining all SEND records, including individual pupil files
- Co-ordinating provision for pupils with SEND
- Liaise with staff in setting up and monitoring specific intervention programmes and measure these for impact on learning
- Assisting colleagues in identifying SEND targets and offering professional support
- Monitoring and reviewing interventions, SEND and EHC Plan targets (using ISP to break down the targets)
- Track assessment for children using PIVATs where needed to monitor for small step of progress
- Organising and coordinate annual reviews of EHC Plans with parents and professionals
- Regular contact with parents to discuss, review and share updated information
- Liaison with other professionals, outside agencies and other schools
- Advising teaching staff on aspects of differentiation, teaching and learning styles and resourcing
- Advising the Head Teacher **and Head of School** and staff on pertinent SEND issues
- Liaising regularly with the SEND representative of the governing body

- Effective deployment of resources
- Ensure children with SEND engage in a range of extra-curricular activities to support their interests to succeed in a variety of areas
- Ensuring smooth transition arrangements for children with SEND entering or leaving the school, to ensure continuity of support
- Supporting children with medical needs and ensuring all staff are aware of medical requirements and facilitating training where necessary
- Invest in whole setting and targeted training for all staff, relating to SEND and medical need
- Training keeping all staff up to date with recent changes to policies, legislation and knowledge and skills of supporting children's SEND needs within the federation
- Where a child with SEND continues to make little progress over time, despite the graduated approach and external specialist support, the setting may consider requesting a statutory assessment of the child's SEND through the request of an EHC needs assessment, in conjunction with the local authority
- Offering support to parents through meetings, training and workshop opportunities, and signposting to the Parent Carer Forum <https://www.lincspcf.org.uk/> and The Lincolnshire Local Offer <https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page>
- Working with agencies to support behavioural needs following the Lincolnshire Ladder of Behaviour
- Keep up to date and refreshed with policies, procedures and changes to the SEND through training and attending local Cluster meetings and networking events
- Work alongside outreach support services to meet the needs of children with complex needs including sensory
- Host TAC meetings and Early Help as a Multi-agency approach to support the child and their family
- Arrange and organise a range of wellbeing support such as: ELSA, Drawing and Talking, Lego Therapy
- Networking with local schools and sharing good practice.

Class Teachers are responsible for:

- Quality first teaching delivered in all lessons with adaptations and clear differentiation of task or outcome to achieve the intended learning
- Ensure a clear understanding of the needs of all pupils, including those with special educational needs, those of high ability, those with English as an additional language, those with disabilities, and ensure differentiation and adaptation of teaching accordingly.
- Identifying pupils who require extra support in class, raising initial concerns and consulting the SEND team for advice and support (also part of the monitoring role of subject leaders)
- Implementing and reviewing SEND targets
- Monitoring individual progress and giving timely, **termly** focused feedback
- Be accountable for attainment, progress and outcomes.
- Managing teaching assistants in their classrooms on a day to day basis
- Use effective methods, scaffolds and resources to ensure progress is achievable for the variety of learning styles of the pupils
- Meeting with parents and outside agencies when appropriate

- Ensuring that interventions suit the needs of their pupils by regularly reviewing progress
- Keep up to date with relevant training and CPD for the needs of all their pupils

Teaching assistants will support the teacher and pupil by:

- Implementing an individual or group of pupils' access to and progress in the curriculum
- Implementing activities designed to achieve pupil's individual targets set by the teacher
- Suggesting changes to targets and/or next steps
- Encouraging and promoting pupil independence
- Liaising with teachers, SEND team and the Head teacher, giving feedback and suggesting development
- Working with individual or groups of pupils in class
- Carrying out specific booster teaching programmes (e.g. Nuffield Early Literacy Intervention, **NESSY (A reading support programme)** , Precision Teaching, Dancing Bears, Friends for Life programmes, Drawing and Talking, ELSA and Lego Therapy)
- Recording of interventions and sharing achievements with pupils and teaching staff
- Attend EHCP annual review meetings and termly ISP meetings if required
- Collating and organising resources to aid interventions and support

The Governing Body will ensure that:

- There is a SEND Governor / and / or Chair of Governors that meets frequently with the SENDCOs
- Inclusion policy is implemented fully
- The statutory guidance within the SEND Code of Practice 2015 is adhered to
- The success of the SEND policy is reported annually by way of an annual SEND Information Report in accordance with the Code of Practice.
- Ensuring that staff are aware of the importance of identification and provision for pupils who have SEND
- Reporting to parents on the implementation of the setting's policy for pupils with SEND
- Ensuring the inclusion of pupils with SEND regarding learning and activities and efficient use of resources