



Winbury School
Bray, Berkshire

INCLUSION POLICY

1. Statement and Aims

Winbury School aims to provide for all its pupils a broad and balanced curriculum. We recognise that there may be some children who require additional differentiated provision to enable them to achieve their potential. Our Inclusion policy is designed to identify learning, physical, emotional and behavioural needs and to make provision for meeting them, either from resources within the school or through the use of specialist support services.

The school's policy on identification, assessment and provision for special education needs, as a Provider of Early Education, follows the Special Education Needs Code of Practice effective January 2002.

We recognise the importance of early identification and assessment of children with special educational needs. We will develop practices and procedures which will aim to ensure that all children's special educational needs are identified and assessed, and the curriculum will be planned to meet their needs.

We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision making about their special education provision if it is appropriate.

From the existing non-specialist resources within the school, efforts will be made to provide support for children with special educational needs. Advice from practitioners within the Golders Hill School Ltd group of schools may also be sought. The school will not hesitate to seek outside support and advice when necessary.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and the maintenance of close links with all agencies working with the child.

2. Official Procedures and Duties of the School

The Head of the School, together with the Inclusion Officer and class teachers are to have sufficient knowledge and understanding of the Code of Practice to be able to take early and appropriate action to meet special educational needs. Specifically, they are to have knowledge, translating into action, of:

- a. The fundamental principles of the Code.

- b. The nature of the graduated response, from Early Years Action to Early Years Action Plus to Statutory Assessment.
- c. The role of the Inclusion Officer.
- d. The importance of keeping relevant records.
- e. The requirement for the additional or different action to be taken when there is evidence that a pupil's rate of progress is inadequate.
- f. The general requirements for partnership with parents/carers and co-operation with the LEAs, health and social services on behalf of children with special educational needs.
- g. The importance of taking the ascertainable wishes of the child into account.
- h. The specific advice and requirements relating to children in all our year groups.

(NB. A copy of the Code of Practice is available for reference from the school office).

3. Co-ordination of Provision

All staff are to be aware that Mrs Holly Leather is designated as Inclusion Officer and is responsible for children with any additional needs. She is to be consulted at the onset on all matters relating to these needs. In addition, the Head Teacher is also available for consultation and advice within the group's administration.

In outline the Inclusion Officer's responsibilities are;

- a. Oversee the day-to-day running of the Inclusion Policy.
- b. Oversee and maintain records of children or staff with any additional needs such as dietary requirements, medical conditions, EAL, speech and language issues, concerns arising/regarding child protection, and any other relevant issues or concerns.
- c. Liaise with, advise and support other staff in identifying children with special educational needs.
- d. Ensure that appropriate Individual Education Plans (IEPs) are in place.
- e. Ensure that relevant background information about children with additional needs is collected, recorded and updated.

The Inclusion Officer will liaise with;

- a. The parents/carers of children with additional needs.
- b. The Head Teacher/class teacher.
- c. Outside agencies such as health, education and social services regarding the needs of children, always after consultation with parents/carers.

The Inclusion Officer is a full time class teacher and arrangements are made for her to fulfil her duties if and when required.

4. Identification and Action

Class teachers will also have an important role to play during the graduated approach as follows;

a. From Identification to Early Years Action and School Action

The class teacher, as a matter of course, monitors individual children's progress throughout the Foundation Stage and will record any concerns she/he may have about the child's progress, raising any such matter with the parents and where necessary, the Inclusion Officer. The involvement of the parents is key and will be sought. Once practitioners, in consultation with parents, conclude that the child has special educational needs then they

will devise interventions that are additional to, or different from, the regular curriculum. A number of indicators may trigger such interventions at this level, designated Early Years Action, and some are indicated in the Code of Practice. When staff and parents do feel that the child may need further support then they will seek the involvement of the Inclusion Officer.

One important part of Early Years Action is that the Inclusion Officer and other staff members will collect all known information about the child and this may involve outside professionals who are already involved with the child.

The Inclusion Officer will talk with parents and the child's other teachers and devise strategies to enable the child to learn and progress to the maximum possible. These strategies will make up an Individual Education Plan (IEP). The IEP will set targets for the child to achieve and a date for a review to see what progress he or she has made. Parents will be asked to work with the child and to help him or her at home. It should be emphasised to parents that their support and encouragement are vital. IEPs will be kept under continual review and parents and pupils will be involved in any discussion regarding variation of the IEP.

A full discussion of the child's needs at this early stage and careful attention to any learning difficulties he or she may have in any aspect of school life and work will often help the child to make good progress without any further help.

b. Early Years Action Plus

Action taken in the above stage may enable the child to make sufficient progress. If not, then the school, in consultation with the parents, may seek specialist help or advice from outside the school. The school may call in an educational psychologist, specialist teacher, or other appropriate outside agencies. The Inclusion Officer, in consultation with colleagues and the child's parents/carers, will decide from the information collected what further help the child may need. The child's teachers and Inclusion Officer, in consultation with the parents/carers, and the outside specialist/s may decide to draw up a new IEP for him or her.

Such a decision is likely to follow a meeting of concerned parties to review the child's IEP, at which it is clear that there are still concerns related to;

- Lack of progress in specific areas over an extended period.
- The level of early years curriculum that the child is working at.
- The child's emotional and behavioural difficulties.
- The child's sensory or physical needs.
- The child's interaction or communication difficulties.

The process of deepening involvement of external support services is dubbed Early Years Action Plus and during this process the school will continue to check on how the child is progressing and record his or her progress carefully. Parents are to be kept fully involved and informed, and are to be invited to review meetings.

c. Statement of Special Education Needs

Should progress not be as expected, the school, in consultation with the parents/carers will decide whether to ask the LEA to make a statutory assessment, possibly resulting in a statement of special educational needs

Winbury School will be responsible for delivering the education programme specified in the child's statement. The Inclusion Officer, in close partnership with the class teacher, will be responsible for monitoring and reviewing the progress through IEP's and through the statement review process.

5. Partnership with Parents

At Winbury School we work in partnership with parents. We recognise that parents/carers know their children best and have a great deal to contribute. Parents'/carers' views and contributions are valued. In addition we offer parents:

- a. An 'open door' policy which means parents/carers can approach staff whenever they have a concern and time will be made for them.
- b. Scheduled meetings in the form of parent consultation evenings.
- c. Parental involvement in writing Individual Education Plans where possible.

6. Partnerships with outside Agencies

The school recognizes that meeting the special educational needs of individual children requires a flexible, child centered approach, seamlessly working with outside agencies when appropriate.

Such agencies include, but are not limited to, the LEA, Educational Welfare Service, the area Inclusion Officer, educational psychologists, social services, specialist teachers for visual hearing and speech and language impairments and child health services. The school recognizes the importance of the early identification of special needs, and outside agencies will be consulted at as early a stage as is considered appropriate, but certainly by the Early Years Action Plus stage.

The Inclusion Officer will arrange for any involvement of outside agencies in co-operation with the school Administrators.

7. Our Admission Arrangements for Children with Special Educational Needs

Children with special educational needs are welcomed into our school, as are all our children. We would ask parents to give us further details of professionals involved with their child. When we know that a child may have a special educational need before they start at our school, we will endeavour to set up a good transition for that child into our school involving child, parents/carers and any outside professionals known to the child.

8. Evaluating the Success of School Policy

- a. By holding regular meetings with parents.
- b. By holding regular meetings with class teachers increasing involvement, understanding and contributing to positive evaluation of children's progress.
- c. By holding regular meetings with children with additional needs.
- d. By obtaining feedback from outside agencies where necessary, for example the Area Inclusion Officer.

9. Complaints Procedure

It is anticipated the school's policy of involving and communicating with all relevant parties in a timely fashion will prevent any complaints.

In the first case any complaints, verbally or in writing, should be directed to the class teacher, Inclusion Officer, or, if circumstances dictate, the Head Teacher. The Inclusion Officer, or Head Teacher, if necessary, will call a meeting at which the Head Teacher, Inclusion Officer and class teacher, with, if relevant, the school administrator and support teacher, attempt to resolve the complaint in a speedy manner. Other parties may need to be consulted, but any findings made, or resolutions taken at the meeting will be communicated as soon as possible to the complainant. Other parties will be kept informed where necessary.

If the complainant is not satisfied with the response then they should put their complaint in writing and address it to the Head Teacher. A roundtable discussion will be called with all relevant parties invited with the aim of resolving the complaint.

There may be circumstances where complaints arise due to circumstances beyond the school's control. In such situations the school will work with the appropriate parties to resolve the dispute with the aim of achieving the best outcome for the child concerned.

10. Summary of Proformas

- Individual Education Plan
- Individual Education Plan Review
- Children with medical conditions
- Staff with medical conditions
- Children with dietary requirements
- Staff with dietary requirements
- Children with English as an additional language
- Staff with English as an additional language
- Speech and language therapy
- Children identified with special or additional educational needs before joining
- Statement of concern regarding special educational needs
- Statement of concern regarding persistent inappropriate behaviour
- Statement of concern regarding child protection
- Record of parent interview
- Observation form

Paula Prewett, Head Teacher

Dated: 17 November 2010